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ABSTRACT

An early childhood education consultant to a Parks and Recreation Department implemented and evaluated a practicum intervention intended to promote active learning by means of a redesigned indoor preschool environment. Additional goals were to improve the behavior and engagement of the children in the environment; increase parental approval of the redesigned environment; and increase enrollment in the preschool. The redesigned environment used all 7,600 square feet of space. Main interest areas were set up along the perimeter walls, leaving a large open area in the center of the room. Included were manipulative, science, sociodramatic play, housekeeping, language arts, music, and art areas. Materials and equipment that were needed for the new design were obtained from the Parks and Recreation Department and supplied by the author. Practicum evaluation data were gathered through observations of children's behaviors, parent questionnaires, and interviews with staff. All objectives were attained. There were improvements in preschoolers' engagement in learning activities and behavior, parental approval of the environment, and enrollment requests. Related materials are provided in 18 appendices. Fifty references are included. (RH)

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Redesigning An Indoor Preschool Environment to Enhance and Promote Active Learning for Preschool Children

by

Sue A. Wheeler

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A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1991

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by (Sue A. Wheeler) under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

3/29/91
Date of Final Approval of Report

Victoria J. Dimidjian, Ph.D., Adviser

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A very special thank you is extended to the writer´s practicum adviser, Victoria Dimidjian, whose expertise, writing, precision, and patient guidance were invaluable in giving the writer direction and clarity in developing this project and enhancing the education of the writer.

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ABSTRACT

Redesigning An Indoor Preschool Environment To Enhance And Promote Active Learning For Preschool Children. Wheeler, Sue., 1991: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Child Development Centers/Design Requirements/Early Childhood Education/Educational Environment/Educational Facilities Design/Interior Design/Organizational Climate/Physical Environment

This practicum aimed to promote active learning for preschool children by redesigning a recreation center´s indoor preschool environment to include interest areas and utilize the entire indoor space of the facility. Corollary goals were to improve the behavior and engagement of the children within the environment, to increase parental approval of the redesigned environment, and to increase preschool enrollment. Two classroom module units, measuring 25 ft by 20 ft each, comprised the former preschool environment. The units were placed next to each other in a room that measured 95 ft by 80 ft. The remainder of the room was not used. The redesigned environment utilized the entire 95 ft by 80 ft of space. Nine main interest areas were set up along the peripheral walls, and a large, open area was created in the center of the room.

Six formal observations were made before, during, and after implementation on a randomly chosen group of five children. Their behaviors were recorded on an observation checklist designed by the writer. Parent questionnaires, designed by the recreation department, were issued before and after implementation to the parents of the preschoolers. Parental approval of the redesigned preschool environment and its impact on their children was compared with parental approval of the former preschool environment and its impact on their children. Data of the writer´s interviews with the Superintendent of Recreation, the administrative staff, and the teaching staff was collected.

The outcomes of this practicum were very positive. All objectives were reached. Data from this practicum showed improvement in (a) the preschooler´s engagement in active learning; (b) the preschooler´s behavior; (c) parental approval of the preschool environment; and (d) preschool enrollment requests as a result of redesigning the preschool environment to include interest areas and promote active learning.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

A satellite building, part of the Parks and Recreation Department, was the site of the writer's practicum project. The building was located in a park and was bordered by a river, a playground, and tennis courts. The goal of the Parks and Recreation Department, a non-profit organization, was to provide for the recreational needs of the 50,000 people who resided in this rapidly growing tropical community.

Families with young children and senior citizens comprised most of the population served by the Parks and Recreation Department. The majority of the families were middle-classed and of Native American, German, Italian, Spanish, or Asian descent. The primary sources of employment were in the professional, service, construction, or recreational areas.

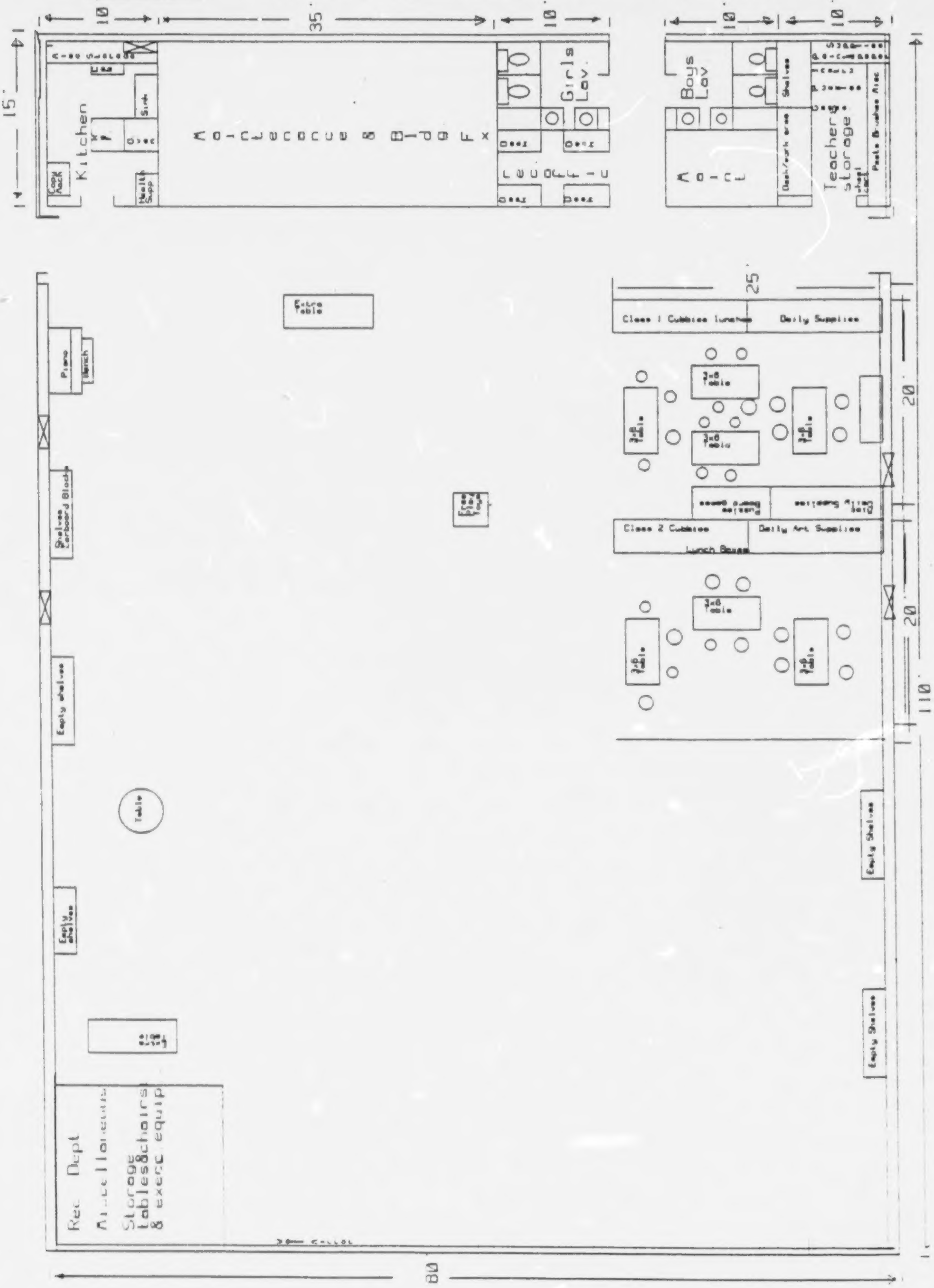
The recreation center building, site of the practicum, was one of four park buildings built to serve the residents of the community. The building was 110 feet long and 80 feet wide. The indoor space consisted of one large room that measured 95 ft by 80 ft; two storage areas; an office; a kitchen; two lavatories; and two maintenance areas. A mirrored wall measuring 60 ft by 6 ft lined one of the walls that was 80 ft in length.

The building space was utilized at scheduled times for preschool classes, adult recreational programs, and school-age recreational programs (Figure 1). (The reader should note that the building length, 110 ft, is 5 ft longer than indicated in the writer's proposal: an additional 5 ft along the lavatory wall was drawn on a floor plan shared with the writer after her proposal was submitted. The additional space does not change the original 80 ft by 95 ft of usable room area.)

The preschool population was comprised of families headed by single parents and those headed by both parents. Most of the mothers of the preschoolers remained at home during the day. In addition to offering the preschool classes, the Department of Parks and Recreation offered school-age child care programs. School-age care was available at four of the elementary schools in the school district and was initiated because of parental needs for before and after school child care.

The Superintendent of Recreation, referred to as Assistant Recreation Superintendent on the organizational development chart (Figure 2), oversaw the administration and personnel of the recreation center. One Center Supervisor, one Recreation Specialist (called the Program Director, two Recreation Aides, two teachers, and two teaching assistants

Figure 1. Preschool environment before implementation.


10
35
10
10
10
15
Kitchen
Sink
Oven
Copy Rack
Health Supp
Girls Lav
Boys Lav
Shelves
Desk/work area
Teacher storage
Paste Brushes Misc
Extra Table
Piano
Bench
Shelves Cardboard Blocks
Empty shelves
Table
Empty shelves
Rec Dept
Storage tables & chairs & exerc. equip
25
Class 1 Cubbies lunches
Daily Supplies
3x6 Table
Board Games Puzzles
Daily Supplies
Class 2 Cubbies
Lunch Boxes
Daily Art Supplies
20
20
110
Empty Shelves
Empty Shelves
80

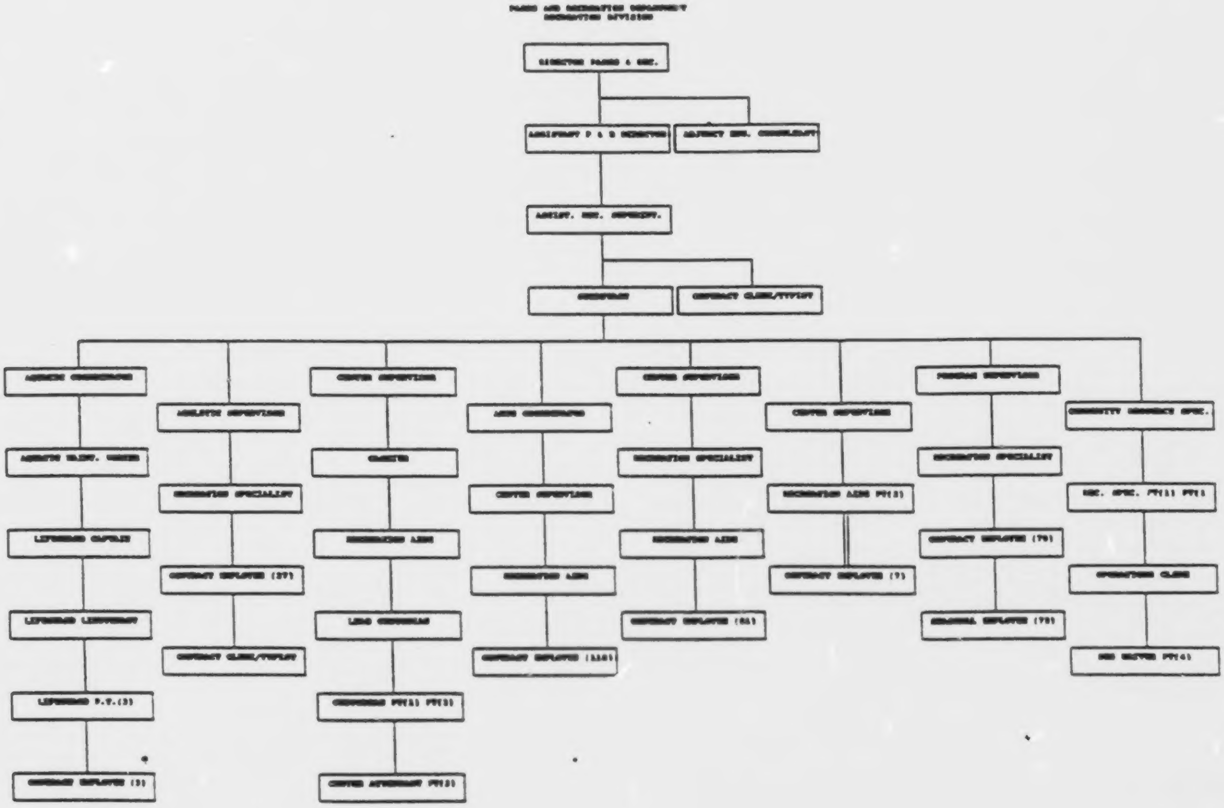
comprised the recreation center personnel. The writer is an adjunct, early childhood consultant to the Parks and Recreation Department. Her position on the organizational chart can be found between that of the Assistant Recreation Superintendent and that of the Center Supervisor (Figure 2). An explanation of the writer´s role in the work setting will be discussed in the ensuing section.

The preschool classes, called "Play in the Park," were comprised of two groups of three-year-olds that met from 9:00 a.m. to 1:00 p.m. on Tuesdays and Thursdays; and two groups of four-year-olds that met from 9:00 a.m. to 1:00 p.m. on Mondays and Wednesdays. The sessions extended for six weeks. One teacher and one assistant were assigned to each class, and there were fifteen children in each class.

On Fridays the facility is used from 9:00 a.m. to 1:00 p.m. for "Mom´s Morning Out." This was a program for children between the ages of three and five years old. It was designed to enhance the social skills of the children.

The personnel of the recreation center had varied backgrounds in education and preparation for their job assignments. The Center Supervisor and the former Recreation Specialist had baccalaureate degrees in recreation. The teachers had taken some college courses

Figure 2. The writer's place in the organizational development.



Goals

The goal of the Recreation Division in the City of__________ is to provide our residents with a system of positive, productive, leisure experiences. Expectation of success should be realized by all age groups and in all areas of our City. Specifically, the City programs and staffs four recreation centers. These are the ____________ Yacht Club Community Park,__________ Senior Center, Four Freedoms Park and the __________ Arts Studio.

in education but did not have degrees. The teaching assistants and new Program Director/Recreation Specialist were mothers who had personal experience in working with children but had not attended college.

Writer's Work Setting and Role

The writer's role in the preschool setting was that of an educational consultant: that is, an adjunct, impartial, creative resource person who assisted the recreation staff in planning new programs and improving existing programs. One year ago, the writer moved into this community and became associated with the work setting as a result of seeking child-oriented environments needing kindergarten/prekindergarten expertise.

The writer was then hired by the Parks and Recreation Department to design and teach preschool story hours for the recreation center. In addition, she became a volunteer at the recreation center. Since that time, the writer has been a volunteer music, creative drama, and art teacher for the preschoolers in "Play in the Park."

At the request of the Superintendent of Recreation, the writer became an adjunct resource person whose task was to assist with program planning, facility improvements, and staff development. As a volunteer, the writer has been a consultant and supplemental assistant to the directors and teachers at the recreation center. The writer began teaching parenting courses at the recreation center when the implementation began in addition to teaching the preschool story hours.

The writer´s role in relation to the problem was that of an impartial, adjunct, consultant/resource person who provided the study, research, options and personal skills needed to look at the problems of the center and work toward solutions. The writer worked with the staff, supervisors, recreation specialists, parents and children involved in the programs. In addition, the writer took the responsibility to obtain, order, or supply the equipment and materials needed to promote the positive and successful functioning of the preschool facility.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The situation that needed improvement was the physical design of the preschool room (Figure 1). The preschool classes were conducted inside the recreation center building, except for the outdoor play periods. The gymnasium-sized room, 95 ft by 80 ft, had a raised ceiling and contained one large corner space, 15 ft by 15 ft, which was partitioned off for storage of recreation department equipment (Table 1).

A mirror, 60 ft by 6 ft, lined an adjacent wall that measured 80 ft in length. The office, kitchen, teacher storage room, and hall bordered the opposite wall. The wall leading to the entry door of the recreation building was the location of the two preschool classrooms. The improvised preschool classrooms were arranged next to each other in spaces measuring 25 ft by 20 ft each (Figure 1).

The combined space of the two preschool units utilized 40 ft by 25 ft of space in a room that measured 95 ft by 80 ft in total size. The overall appearance of the room was one of imbalance (Figure 1). In order to determine how the children responded to this type of arrangement, the writer randomly chose five preschool children as the sample group and one additional child

Table 1

List of Materials in Present Recreation Center Facility

In-Room-Storage Space (15' by 15')

50 Folding Chairs
10 Folding Tables
8 Garbage Cans
Miscellaneous Furniture
Partitions
2 Ladders
Exercise mats
lamps

Recreation Room Contents

2 Preschool Modules
7 tables; 36 Chairs
8 Book Shelves (cubbies)
2 Partitions
2 Flags
Writing and Art Materials (Crayons, Pencils, Markers, Paste, Glue, Paper, and Scissors)

Teacher Storage Room

2 Teachers' Desk
4 Chairs
Tempera Paint
Paint Brushes
Scrapbox/miscellaneous paper
Past/Glue
Newsprint/Construction paper
Masking Tape/ Cellophane Tape
Record Player; Records
Wheeled Cart
Scissors, Markers, Crayons
Miscellaneous Toys
Teacher Curriculum Book
Children's Chairs
Rhythm Instruments

Contents of the Remainder of the Room

Built-in Television and VCR
Piano and Bench
3 Miscellaneous Tables
6 Book Shelves (empty except for 7 Blocks They were placed in groups of 2.
Carpet Squares
Wooden Box with Miscellaneous Materials
Wall Mirror (60' by 6')
Four Windows
Two Exit Doors
1 Hallway

as the alternate to observe throughout the practicum implementation. The children were enrolled in the four-year-old class.

The observations were conducted on four different days for fifteen minutes each during "Play in the Park." The compiled findings of the pre-implementation observations are described in Table 2, and each individual observation is located in Appendix A.

Prior to discussing some of results of the writer's observations, the reader is referred to the daily schedule of the four-year-old "Play in the Park" class (Table 3). As indicated on Table 3, the preschool day began with "free play" and lasted for one. One of the teachers began the play period by wheeling a tall cart, filled with incomplete, miscellaneous materials, into the center of the entire recreation center room (95 ft by 80 ft). The materials consisted of incomplete puzzles, parts of games, dolls, hero figures, cars and trucks. Except for paper and crayons, the cart materials comprised the entire materials for the play period (Appendix B).

The writer noted that "free play" was the only time during the preschool day that the children were permitted to use the space outside of their individual classroom units (Table 2). Another observation indicated that the overall size of the recreation center

Table 2

Summary of Classroom Observations

OBSERVATION DATA

4-year old preschool
name of person observed

2/7/90, 2/28/90 3/5/90, 3/7/90
date

All curriculum Areas
activity/ curriculum area

Much student wandering; lack of direction; children were restrained from running.
pupil behavior

investment in activity

No evidence of real cooperative play.
peer involvement

Children looked to teachers for suggestions. Short attention span. No one played with item for longer than 5 minutes.
time duration in activity

The behavior was what one expects because there was little stimulation-- few toys.
approprate behavior

Running to other areas of the room; climbing on tables; grabbing pieces of toys.
inappropriate behavior list type of behavior

Yes, teachers redirected behavior frequently.
teacher direction needed required

Initiative was present but not enhanced.
initiative

The children were receptive to any new item or game; (they played well with the writer).
list other activities pursued

Many occasions on each visit
occasions of acting out

boredom; taking other's toys; during transitions.
under what circumstances?

There was not enough for the children to do. They were confined for almost 4 hours into spaces measuring 25' by 20". The

children loved pretend play
when the writer played with
a stuffed animal.

Some indication of this.
is preoccupied/daydreaming

Thumbsucking.
other pertinent observations relating to student

Additional Notes: Where are the blocks, socio-dramatic play materials, rhythm instruments, paints, books, and manipulatives? How does this environment promote the whole child? A wheeled-in cart with miscellaneous materials comprised the entire materials for "free play"--easy to clean up, but...Art projects were directed by the teacher and were to look alike.

Table 3

Daily Schedule of Four-Year-Old Class

DAILY SCHEDULE

9:00 - 9:15 -- Arrival
9:15 - 10:15 -- Free Play
10:15 - 10:25 -- Clean Up
10:25 - 10:40 -- Opening
10:40 - 11:00 -- Lavatory/Snack
11:00 - 11:30 -- Outdoor Play
11:30 - 12:00 -- Art/Discussion/or Readiness
12:00 - 12:30 -- Lunch/Clean Up
12:30 - 12:45 -- Prepare for Home:
Parents Arrive
1:00 -- Dismissal

room (7600 square feet; or 7375 square feet of usable space) appeared to be confusing to the children. Many of the children walked aimlessly around the room or tried to run during the "free play" period. Overall, their attention spans and engagement in activities were short (Table 2).

There were no pathways, interest centers, play spaces, or places to relax in the former preschool environment. The block area consisted of seven cardboard blocks, and there were no books displayed on shelves for the children´s use. In addition, manipulatives, board games, and socio-dramatic play properties were not available for the children´s use. The reader is referred to the room design in Figure 1 for clarification. In addition, a complete list of the materials for the former preschool classes can be found in Table 1, and the use of the available space can be found in Table 4.

During the writer´s preschool observations, a large amount of child-teacher interaction occurred which involved the children´s need for help in seeking activities in which they could engage during play (Table 2). The rapport between the children and teachers was often one of mutual respect. Some of the children received redirection from the teachers during the play period because they tried to run around the room and

Table 4

Use of Available Space in Original Preschool Design

The space inside the recreation center comprised an area of 7600 square feet (95 ft by 80 ft) of space. It had 7375 square feet of usable space. The space was divided and utilized accordingly:

*Two preschool modules comprised an area of 40 ft by 25 ft each and was used for the "Play in the Park" preschool classes.

*An in-room storage area for the recreation department utilized an area of 15 ft by 15 ft and contained furniture, exercise equipment, and disposable items.

*The remainder of the space was used for other recreational programs and was open except for a few tables, book shelves, a piano, and a television.

*A wall mirror (60 ft by 6 ft) was used for ballet and aerobics.

*The recreation office, kitchen, teacher storage, and maintenance rooms bordered one wall of the room.

*Three exit doors were located in the building.

climb on the tables (Table 2). The children cooperated with the teachers and followed their instructions.

The aforementioned descriptions of the preschool classroom environment (Figure 1), activities (Table 3), and behavior of the children (Table 2) indicated to the writer that improvement in the design of the recreation center may improve the preschool situation. The inclusion of knowledge of child development, (Fischer & Lazerson, 1984), along with the appropriate provisions for application to teaching children, and environmental strategies (Kritchevsky & Prescott, with Walling, 1977) seemed to be lacking in this preschool design.

The writer conducted an interview with the Superintendent of Recreation in preparation for choosing a practicum topic that would benefit the recreation center. (Table 5). During the interview, the writer was informed that there had been a large teacher and director turnover at the recreation center since it was built in 1980. Additional information revealed that throughout those ten years, the teaching assistants had worked at the center for very short periods of time (usually from six to twelve months) and have had high absence rates (Table 5).

Other information that the Superintendent of Recreation shared with the writer related to the history of the "Play in the Park" program. This preschool

Table 5

Superintendent of Recreation Interview

ADULT INTERVIEW FORM 2/5/90

Background of person Community Work/Parks and Recreation Department

Title Superintendent Job Description Superintendent of Recreation

Concerns Dropping enrollment in "Play in the Park"; Teacher/Staff turnover; need to expand preschool programs; coordination between rec. ctr. and teaching staff needed; leadership needed (someone to "carry the ball").

Relationship to the problem She is supervisor of all recreation programs for the community.

Others affected by the problem and how Rec. Center employees; teaching staff; parents; children; Recreation Dept., and the community because the Rec. Dept. serves all community members.

Previous strategies employed; rating A preschool teacher with a teaching degree left the program last year--9/89 to return to classroom public school teaching for a higher salary.

Probable causes "Play in the Park" was parent initiated ten years ago and was started by people who did not have teaching degrees or schooling in child development. The administrators at the recreation center building have backgrounds in recreation, but not teaching. Two have no college background.

What do you want to see chanaged; for what reasons? A better preschool program for children and parents; staff incentive; increase in enrollment applications; increased teacher commitment.

How can I help? We need an intern/coordinator to be a liaison between the administration and teachers at the recreation center and to work with parents; (perhaps, later, teach parenting). We need leadership and will help with supplies.

Needed supplies/funding/staff The Recreation Department has funds for some materials, and receives grants and support from community groups--such as, Kiwanis. We also have fund raising projects that the community supports. The custodians have furniture and other supplies, too.

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Other pertinent facts We are glad you are teaching story hours and volunteering to teach music and art. We really need your help.

Date for next meeting We will have telephone conferences, and I will have you come to this office or the rec. center when needed.

program was initiated by preschool parents who sought a place for their children to socialize with their peers. The people hired to devise and improvise the program had no training or educational background in child growth and curriculum development (Table 5).

The Superintendent of Recreation also revealed that no one had taken the responsibility to ameliorate the problem of the space arrangement of the preschool rooms since "Play in the Park" began ten years ago. In addition, she also stated during our interview that she had not assigned the task for amelioration before to her staff because she felt that her staff members lacked background knowledge and understanding of environmental arrangements (Table 5).

The writer also conducted interviews with each recreation department staff member (on 2/5/90 and on 2/7/90) employed at the site of the proposed practicum project (Table 6). The results revealed that the main concerns of the staff members regarding their job assignments included job benefits, staff training, team rapport, planning time, leadership, and children's behavior. Further discussion of these findings will be included later in CHAPTER II. The information presented herein resulted from the writer's identification of the following problem at the recreation center:

Table 6

Summary of interviews with Recreation Center Personnel

ADULT INTERVIEW FORM 2/5/90 and 2/7/90

Background of person All Recreation Center Personnel (Office) and Teaching staff.

Title________________. Job Description______________________

Concerns Staff rapport; arrangement of the space in the large recreation center room; job incentive; teacher turnover; parent approval of programs; drop in preschool enrollment; new programs.

Relationship to the problem________________________________

Others affected by the problem and how The recreation center affects everyone in the community--parents, children, and teachers.

Previous strategies employed; rating Job descriptions have not been clearly defined; the large staff turnover has left no one in charge who knows the procedures.

Probable causes Leadership. The enrollment drop may be due to lack of the preschool programs to meet the needs of the parents and children. Teachers feel they need more "planning time" and "release time" to learn more about how to enrich the preschool class. The room arrangement is part of this.

What do you want to see changed; for what reasons? Increase in enrollment in "Play in the Park" and improved arrangement of the preschool room and behavior of the children were the main points. The office personnel cited the need to improve teacher incentive.

How can I help? Work with parents; help in room design; teach music, read storeis; and enrich the preschool programs. possible in-service training of teachers.

Needed supplies/funding/staff There are funds for materials available through the Superintendent's office. "Let us know what materials would enhance the program and we will go from there."

Other pertinent facts There is some friction among the teaching staff. Last year, we changed the "Play in the Park" from one large group of 30 children with 2 teachers, to two groups of 15 with 1 teacher and one assistant to each group. This helped discipline and gained parental approval.

Date for next meeting We will meet informally when writer is teaching music or reading stories at the center.

The preschool classroom design was ineffective in meeting the needs of the preschooler; emotionally, physically, intellectually, creatively, and socially. The preschool facility needed to be redesigned into an appropriate, child-oriented learning environment that would promote active learning and would enhance whole child development

Problem Documentation

Evidence of the preschool facility problem was obtained by the writer in a variety of ways and will be listed herein. A discussion of each item will follow the list. The writer used the following methods to obtain evidence relating to the problem of the present preschool indoor environment:

*Writer observations of the preschool classes while
*Initial interview with the Superintendent of Recreation (Table 5 and Appendix C).
*Discussion of the declining enrollment in the preschool programs during the interview with the Superintendent of Recreation (Table 5). (No written records of enrollment were kept).
*Interviews with the recreation center personnel (Table 6 and Appendix D).
*Parent questionnaires (Table 7 and Appendix E).

Table 7

Parent Questionnaire Summary

CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, whether complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play in the Park: Four-Year-Old Group: Summary of 7 questionnaires returned:

Please rate the above session in accordance with the scales provided.
(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE
(5) EXCELLENT

****

From the 7 responses received, the following were recorded:

QUALITY OF YOUR SESSION 1(1) 2(2) 3(3) 4(0) 5(0)

OVERALL QUALITY OF YOUR INSTRUCTOR 1(3) 2(3) 3(1) 4 5

AVAILABILITY OF TOOLS AND MACHINERY 1(1) 2(6) 3 4 5

AVAILABILITY OF TABLE SPACE 1 2(5) 3(2) 4 5

CLASS SIZE SMALL(2) MEDIUM(5) LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER YES(4) NO(4)

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND

Mom's Morning Out (1)
Aerobics (1)

WOULD YOU LIKE TO BE A VOLUNTEER YES(3) NO(4)

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED Story hours; woodwork; drama; puppets; arts and crafts; dance; p.m. preschool/extended day; computer; parenting; and music.

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

Use of room space; need for wheeled vehicles; better teacher interest; Advisory Board; better use of the room; more toys; more blocks; more books. Mrs. Linda is great!

Each method used in researching the problem helped to put the problem into focus and identify strategy that may lead to its amelioration. Facts will be described separately and results will be presented in the following section.

The writer met with the Superintendent of Recreation and the recreation center supervisor on February 5, 1990. A discussion of the recreation facility concerns shared at the meeting are summarized in Table 5. The main concerns shared are listed below:

1. There had been a decline in the number of children registering for the preschool classes during the last year. This coincided with the departure of a certified elementary school teacher who left the preschool program to return to public school teaching.
2. Some of the preschool students had transferred to other preschool programs offered at other schools.
3. Parents had verbally complained to the Superintendent of Recreation and the recreation supervisor about negative teacher attitudes and lack of teacher interest at the recreation center.

4. Both parents and teachers had stated that the physical arrangement of the preschool classrooms needs to be changed.
5. The "Play in the Park" preschool program was the main program designated for expansion by the Parks and Recreation Department.

Parent questionnaires were issued following the six week session of "Play in the Park" in order to gain parental input of the program. The questionnaires were taken home. Out of thirty questionnaires issued to the four-year-old class, seven were returned. They can be found in Appendix E. The summary is located in Table 7. It needs to be mentioned here that the writer focused her practicum implementation on the four-year-old class.

The questionnaires indicated that parents wanted preschool enrichment programs offered at the recreation center. Arts and crafts, drama, storytelling, woodworking, and sports were some of the suggestions made. Availability of equipment, teacher attitudes, table space, and room space were areas in which improvements were suggested. Supportive comments were made for dividing the group of thirty children into two classes of fifteen children each. The addition of two assistant teachers to this new classroom arrangement was received positively by parents, too (Appendix E).

The writer made four documented observations of the four-year-old "Play in the Park" classes at the recreation center site (on 2/7/90, 2/28/90, 3/5/90, and 3/7/90). Each observation can be found in Appendix A. The summary is in Table 2, and some of the findings will be mentioned in the following section.

The writer noted during the observations that most of the art lessons were highly structured. The children were confined within their small, 25 ft by 20 ft modules during most of the four hours spent at the facility. Although the recreation center building was located in a park and was in a tropical community, the children were required to eat lunch at the tables inside the building (Appendix A).

The greatest amount of student engagement with the environment was noted during the "free play" period. Student confusion was noted by the writer when the children chose toys from a cart to play with during the play period. The cart was wheeled into the room from the teacher storage area (Figure 1) signaling the beginning of the play period. Many of the toys were incomplete and were randomly grouped.

The need for discipline became evident at this time because students tried to run around the entire room and frequently sought direction. Equipment usually seen in preschools, such as manipulatives, moveable vehicles, picture books, easels, puppets, and socio-dramatic play items were not available in the environment (Table 2).

The writer studied the facility when it was not in use (Figure 1) in order to sense the impact of the present preschool environment on all areas of the preschooler's development. To the writer, the development of the entire child consists of the emotional, physical, intellectual, creative, and social aspects of development. This is referred to as EPICS in Wheeler (1986). Hendrick, in Total Learning (1986), identified whole child development as the "physical, emotional, social, creative, and cognitive selves" (p. 3).

The reader is referred to Dimidjian (1983, Fall) for guidance on establishing criteria for assessing "the early childhood environment" (p. 214). She recommended that the evaluation occur when the children are not present. It is pertinent to the present discussion to include some of Dimidjian's suggestions at this time:

> The first step is to sit on a low chair in the middle of the environment, taking at least ten minutes to focus all one's senses on responding to the total surroundings. Note the location of interest areas; recall traffic patterns children and adults typically use as they move throughout the space; and visually

> locate sources of visual, auditory, and tactile stimulation. Recollect areas where children gravitate for active play as well as areas which tend to remain empty. Ask, "How do I feel in the midst of this place?."
> (1983, p. 214)

When seated in the middle of the recreation center room where the preschool classes are located, the writer made the following observations: (Table 8)

*The room was overwhelming in size and lacked interest areas.

*The two preschool module units were placed next to each other along one wall and appeared to be placed there in order to be inconspicuous.

*The remainder of the room was void of materials for children.

*There were no library books or manipulative play materials.

*The environment did not look like or give the impression of being a place for children.

The writer's interviews with recreation staff personnel (Table 6) noted that the administrative staff cited lack of teacher incentive, room arrangement, job commitment, and planning as areas needing improvement. Teachers and assistant teachers cited job descriptions, room arrangement, and children's behavior as main areas

Table 8

Observation of the Present Facility Without Children

Present

The following list are impressions of the writer as she sat in the middle of the recreation building facility while no one was present:

1. The room felt overwhelming: 95 ft by 80 ft in size. How would this feel to the four-year-old?
2. The two preschool modules were placed in back-to-back fashion along one wall and looked like they were pushed there to be out-of-the-way. Each module measured 20 ft by 25 ft.
3. The remainder of the room was virtually empty except for a piano, shelves, two tables, bookcases, and a storage unit (15 ft by 15 ft). A television was mounted to the wall, too.
4. There were no interest centers, riding toys, blocks, art materials, books, science, manipulatives, sociodramatic play or housekeeping materials in view.
5. The shelves in the preschool modules only contained daily art materials and no puzzles or board games.
6. The walls lacked bulletin boards and children's decorations.
7. This did not feel like an environment that would stimulate the child to interact, nor one that would enhance the child's development: emotionally, physically. intellectually, creatively, or socially.

needing improvement. They also mentioned problems in sharing the building space with other recreation programs that use the center at alternate times.

Causative Analysis

In beginning to research the problem of the preschool space arrangement, the writer concentrated on the following probable causes:

*Education: further inquiry into the background of teachers, staff, and administration in child development.

*Teacher attributes: such as, flexibility, incentive, motivation, commitment, and caring.

*Job descriptions and leadership roles.

*Teacher salaries and benefits.

*Rapport and support between administration and teachers.

*Rapport among teaching staff.

*Communication channels among parents, staff, children and administration.

*Interaction of the preschool child with the environment.

*Room size: determination of its options through further study.

Frequently, in business, social interactions, and teaching, the source of problems can be traced to lack of education or communication. This may have been a possibility in this situation because the teachers and administrators indicated limited background in child development during the interviews (Table 6). Evidence of this became apparent in discussions when the writer referred to well-known preschool teaching manuals, phonograph records and curriculum materials and the personnel indicated no knowledge of them.

Qualities indicative to dedication to teaching and children were attributes of one of the teachers. It was obvious that she enjoyed what she did, wanted to learn more, took time in planning and cleaning the room, and put creativity into her lessons. Other staff members showed moderate or low interest levels in teaching and willingness to devote extra time to classroom planning. The writer planned to look beyond these factors for other reasons for teacher/administrative apathy.

Job descriptions and a clear definition of leadership roles would be helpful in clarifying individual responsibilities and duties. Written job descriptions specifying each person's responsibility, parameters in which each job should be executed, and the supervisor(s) of the operation were possibilities considered.

Discussions with the teachers, staff and administrators resulted in information that was volunteered regarding fairly low salaries ($4.50- $5.00 per hour for teachers), limited benefits and sick leave. However, there was no indication that these issues were teacher complaints (Table 6).

The administrators' attitudes seemed to be that of "putting in their time," an attitude noted by the writer during the interviews (Table 6). The writer observed this when an assistant teacher issued directions to the children and teachers during transition times (Table 2). Facial expressions of the two teachers and accompanying remarks shared with the writer indicated the possibility of staff friction. The need for clarification of teacher/assistant teacher job descriptions was indicated, too. (Appendix A and Appendix D).

In addition to the above, the writer was informed by one of the administrators that during the last session, one of the teachers requested to be moved to the assistant teaching position, which was done. The teacher gave pregnancy as her reason for the request; however, the administrators felt that the aforementioned friction was a factor (Table 6).

Observations raised the possibility that some of the children's overt behavior during preschool may be related to the size of the entire room and to the lack of division of space. Data obtained regarding probable causes of the lack of the present preschool environment to enhance whole child development, contained herein, have resulted in the writer's identification of specific causes of the problem. The specific causes are listed in the following statements:

*Room size: the design of the preschool environment was inappropriate for enhancing and meeting the developmental needs of the preschool child. Those needs include the emotional, physical, intellectual, creative, and social aspects of development.

*Room design: The classroom arrangements were void of interest centers needed to enhance the child's active engagement in learning and motivation to learn.

*Education: The administrators and teachers lacked background knowledge grounded in child development, child development theory, and facility design.

*Staff support and staff rapport: Development of working relationships and team work among the recreation center personnel to promote the smooth operation of the recreation facility and its programs was lacking.

*Job descriptions: Clarification of leadership roles and related job responsibilities that define employee responsibilities and help eliminate conflict in interpretation of job assignments had not been presented.

*Teacher attributes: In-service staff development to promote teacher qualities was not offered.

*Flexibility, caring, commitment, and incentive to enhance program quality were not offered as part of the organization.

Relationship of the Problem to the Literature

Following the identification of the practicum problem, the documentation of supportive evidence, the exploration of probable causes, and the identification of specific causes, the writer perused literature sources relating to indoor preschool facility designs. The results of the literature search will be presented in the ensuing discussion and presented in the manner described in the following section.

An introduction of background information pertinent to children's environments will be presented first. It will be followed by a discussion of the information gleaned from the literature germane to the practicum problem, evidences, and causes. The presentation of the findings will relate to the following:

1. Information others have stated or discovered about designing learning environments.

2. The effect of the environmental design on classroom activity and individual child behavior.
3. The relationship between educational philosophy, goals, and the daily use of the preschool environment.

Historically, the impact of the environment on the child's development can be traced to the natural education theory of J.J. Rousseau in the Eighteenth Century. His philosophy of allowing the child to unfold and develop naturally can be found in today's learning environments which encourage the child to become autonomous and in locus of control. This education "in a free and natural environment is the view of children as essentially good and capable of great achievement" (Morrison, 1988, p. 45).

During the Industrial Revolution, Robert Owen established the Infant School in Lanark, Scotland (1916). The open-spaced environment was designed for children under the age of ten who were part of the child labor work force at the mill owned by Owen's father-in-law. Owen filled the environment with activities for children and did not allow the children to work. He followed Rousseau's philosophy in creating child-centered and activity-centered programs for children. (Wheeler, 1984)

Since Owen´s time, there have been many advocates for designing children´s environments to meet the developmental needs of children. Two noted proponents were Jean Piaget and Maria Montessori. Moore (1987, p. 46) wrote, "Major theories like those of Piaget (1951), Montessori (1965), and Werner (1949) stress that the interaction of the child with his or her environment is the basis of development."

Wadsworth (1989) concurred with Moore and related Piaget´s cognitive developmental theory to the child´s school experiences. Wadsworth wrote that schools that allow the child´s construction with the environment, both physically and mentally, enhance the child´s cognitive development. He reinforced this by citing Piaget (1964, p. 4): "The subject must be active, must transform things, and find the structure of his own actions on the objects." (Wadsworth, 1989, p. 165). Wadsworth, also, wrote that Piaget´s theory indicates to schools that materials and instruction should be commensurate to the child´s level of conceptual development.

Montessori´s "prepared environment" was based on her philosophy that the child learns through his/her experiences with the environment. In the Montessori schools, the child interacts through his/her senses with specific didactic, sequential materials. Every item in the Montessori environment has a rationale for its placement and a specified use. The child must successfully perform each task item on the continuum before moving to the next item.

Weikart combined Hunt's findings (1961) that intelligence was not fixed at birth, with Piaget's theory of cognitive development, and with Smilansky's study of socio-dramatic play behavior of disadvantaged children (1968) to form The Cognitively Oriented Curriculum (1971). This resulted in the High/Scope program for preschoolers, Young Children In Action (Hohmann, Banet & Weikart, 1979).

Piaget's theory of cognitive development was incorporated in High/Scope's philosophy and applied to preschool education in the following way: "the overriding implication of Piaget's work for educators is that the teacher is a supporter of development, and as such his or her prime goal is to promote active learning on the part of the child" (Hohmann et al., 1979, p. 3).

Many research studies have been conducted on the relationship between the design of the preschool physical environment and the behavior of the children within that environment. The results of the studies and their application to the writer's practicum problem will be discussed in the following section. The most extensive research on child care settings was conducted by Elizabeth Prescott, Elizabeth Jones, and colleagues at Pacific Oaks, Pasadena, California (Prescott, 1978. 1979, 1984; Prescott & Jones, 1972; Prescott, Jones, and Kritchevsky, 1972; and Prescott, Jones, Kritchevsky, Milich, & Haselhoef, 1975). They studied how programs influence children´s experiences in the preschool environment and "who thrives in group day care" (Prescott et al., 1975).

It is important to mention here that Prescott and her colleagues used the terms open and closed to define program structures. Open structured programs were those that encouraged children to make choices and plans for their use of time. Closed structured programs utilized teacher directed and teacher chosen activities.

Prescott found in her work that the way people do things in child care settings could be classified in five ways; some, of which, are more applicable to open or closed programs. The five ways were named: teacher-directed group activity; teacher-directed individual activity; free play; free choice; and official transitions. (Prescott, 1984, pp. 59-61).

Their findings revealed that neither format, in and of itself, is good or bad. What did become identified were characteristics of children´s behaviors peculiar to the open or closed program structure. Generally, initiative, creativity, and a higher noise level were characteristics of open programs. Smaller student attention spans, less student ingenuity, and greater teacher direction were characteristics of closed program structures (Greenman, 1988; Prescott, Jones, Kritchevsky, Milich, & Haselhoef, 1975).

The findings of Phyfe-Perkins and Shoemaker (1986) developed one aspect of the relationship between the child's behavior and an open program structure. They found that there was a significant correlation between the child's ability for self-control in environments that encouraged the child to make choices.

Along with this, Prescott, Jones, & Kritchevsky (1972) found a relationship between inappropriate classroom designs and inappropriate child behavior. The application of these findings to the writer's practicum will be discussed following the presentation of the findings of Teets (1985) and Moore (1987).

The "Environmental Inventory" developed by Prescott, Jones, & Kritchevsky (1972) was an evaluation tool to evaluate five features of the preschool environment, which were: organization; complexity; number of places available to each child; variety; and special problems. Kritchevsky & Prescott, with Walling (1977) applied this environmental rating to their work, _Planning Environments for Young Children Physical Space_. Their monograph emphasized the importance of pathways in the organization feature and included descriptive illustrations of play space environments with pathways.

Bronfenbrenner (1979) wrote of the importance of "the environment to be responsive" (p. 205) in promoting child empowerment. Phyfe-Perkins & Shoemaker added that if the child's interaction with the environment is viewed by early childhood educators as crucial to the child's development, "then the design of the indoor space becomes critical in planning for the experience and learning of young children" (1986, p. 191).

Dimidjian (1983) shared her expertise in assessing early childhood environments, and she discussed the influence of the arrangement and contents of the physical environment on promoting the child's active engagement with the environment. She wrote:

> Just as a teacher's qualities-knowledge, empathy, enthusiasm-have direct impact on the developing children in his/her charge, so too the physical environment and its psychological atmosphere communicate attitudes of structural expectation for children. A center filled with age-appropriate materials arranged in clearly defined interest areas which are highlighted by colors, textures and environmental invitations to play encourages

> the child's active exploration and experimentation. (p. 213)

This statement is relevant to the practicum problem because the present preschool environment at the practicum site is void of the following:

- *interest centers.
- *space to provide freedom of movement within the preschool modules.
- *accessible materials in the environment to stimulate the child's interest.
- *Colors and decorations indicating that this is a place for children.
- *Pathways.

A possible interpretation of the lack of pathways may be that since there were no interest centers, the environment did not indicate the need for pathways. However, the absence of pathways may, in and of itself, indicate that this was not a place for active interaction. To take this a step further, it may indicate that this was not a place for children.

The work of Weinstein & David (1987); and Moore (1987) included studies of the built, or physical environment and its relationship to child development. Their work differed from that of Prescott and her colleagues who studied program structures. The clarification of this is pertinent in understanding that the term, "open plan" program, refers to the work of Prescott, et al.; and it encourages the child's freedom of choice. The term, "open" classroom, refers to a physical environment built with few walls or obstacles that restrict physical movement; and it refers to the work of Weinstein & David and to the work of Moore.

Moore (1987) researched "the spatial organization of child-care centers and the spatial definition of behavior settings." (p. 66). Emphasis was on the effects of particular activity settings on the child's cognitive and social development. Moore identified three types of school facility plans that would be used in the research: the open-plan; the closed plan; and the modified open-plan. He defined them in the following way: "Open-plan child-care centers have unpartitioned space with few or no internal walls; closed-plan facilities have self-contained classrooms usually arranged along corridors" (1987, p. 51). Moore continued:

> Modified open space is the organization of space into a variety of large and small activity spaces open enough to allow children to see the play possibilities available to them while providing enough enclosure for the child to be protected from noise and visual distractions. (p. 52)

Moore chose six child care centers for his research: two were open-plan facilities; two were closed-plan facilities; and two were modified open-plan facilities.

The results of his findings were that children in modified open-plan facilities showed greater initiative, immersion in activities, use of a variety of activity settings, and participation in small groups than did children in either open or closed-plan settings. Random behavior was more prevalent in open-plan settings than in the other two settings. Withdrawn behavior was more prevalent in closed-plan facilities than in the other two settings (1987, p. 52).

These findings had significant impact on the writer´s practicum problem because the overall size of the recreation center room contained 7600 square feet, or 7375 square feet of usable space. This was ample room for the division of space into interest areas or play areas. Support for carrying this out has been substantiated in this proposal in presenting the work done by Moore (1987); Prescott, Jones, Kritchevsky, Milich & Haselhoef (1975); and Kritchevsky & Prescott, with Walling (1977). Additional support can be gleaned from High/Scope´s twenty years of success, and its classroom arrangement of work/play areas around the perimeter of the room (Hohmann, Banet & Weikart, 1979, p. 36).

Teets (1985) investigated the effects of changing the preschool environment on changing the play behaviors of preschoolers. She initiated this study following a three-year observational study of children in planned and unplanned indoor environments and found that planned environments significantly enhanced children´s cognitive, creative, and language development.

Teets placed the same group of preschoolers in three successive environments: low quality, high quality, and low quality. The level of quality was determined by the Environmental Inventory (Prescott, Jones, and Kritchevsky, 1972). The children´s behavior was assessed in four main categories: Child-child interactions; Teacher-child contacts; Appropriate use of materials; and Involvement with materials.

The findings revealed greater involvement of children in areas that had been designed for small groups and that contained a variety of exploratory materials. Well-defined boundaries and pathways around play areas significantly reduced "inappropriate running and play in areas not allowed by the teacher" (1985, p. 269), too. The running problem has been noted by the writer at the practicum site and is documented in the writer´s observations of the children in the recreation building facility (Appendix A).

Teacher qualities and their effect on the development of the preschool child was another area explored by the writer in her literature search. The importance of the teacher's internalization of her/his responsibility for designing the environment to meet children's needs was sought in the information explored. In her book, Early Childhood at Risk: Actions and Advocacy for Young Children, (1989), Dimidjian mentioned her work in training future early childhood educators. She emphasized that these future educators "will need to become 'developmental interactional specialists' and have the capacities to function in 12 different ways, sometimes simultaneously" (p. 49).

Dimidjian wrote that one of "the 12 overlapping roles of the early childhood educator" was that of "Environmental Designer." It was the responsibility of the "Environmental Designer: To provide an effective and stimulating environment that offers children physical, intellectual, and social challenges, and that presents a living, engaging curriculum for active young children" (p. 49).

The problem of teachers sharing facility space with other programs or teachers was reported by Vergeront (1987). She found a correlation between teacher apathy and lack of interest in designing the environment in preschools that required daily furniture arrangement.

The work of these educators lends insight to why the practicum preschool environment was designed the way it was (Figure 1).

The growth of research regarding child development and the impact of environmental design on the child's development, led to research regarding the interaction of all people in the environment with the environment. From this, developed the recommendation to consider both adult and child needs in environmental planning. Greenman (1988) and Phyfe-Perkins & Shoemaker (1986) applied these recommendations to the needs of the adults as well as the children in the preschool environments. In addition, these three authors, along with Kritchevsky (1977) and Prescott (1987) recommended the inclusion of soft spaces in designing the environment. Pillows, shaving cream, water. play dough, and laps are examples of soft spaces and emote the response of the environment to the person.

The National Association for the Education of Young Children (hereafter referred to as NAEYC) developed position papers to clarify what comprises the child's development, ways to appropriately enhance the child's development at specific ages and stages, and guidelines for creating appropriate childhood environments to enhance that development. "The NAEYC Position Statement on Developmentally Appropriate Practice in Early

Childhood Programs Serving Children From Birth Through Age 8" stated:

> The National Association for the Education of Young Children (NAEYC) believes that a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families. Although the quality of an early childhood program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practices--the degree to which the program is developmentally appropriate. The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness. (Bredekamp, Ed., 1987, pp. 1-2)

In order to complement the position paper presented above, one way to execute "Developmentally Appropriate Practice" in early childhood is through the environment. The _Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs_ issued their "criteria for high quality early childhood programs:"

(Bredekamp, Ed., 1984, p. 4). The following was stated regarding Physical Environment:

> GOAL: The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.
>
> RATIONALE: The physical environment affects the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children. The amount, arrangement, and use of space, both indoors and outdoors, are to be evaluated.
>
> The indoor and outdoor environments are safe, clean, attractive, and spacious. There is a minimum of 35 feet of usable playroom floor space indoors per child. (Bredekamp, Ed., 1984, p. 4)

The specification of "35 feet of usable playroom floor space" for each child in the environment was easily met at the practicum site. There were 7600 square feet of space in the recreation center room. Out of this, 7375 square feet was usable space (Figure 1). Therefore, the provision for 35 feet of usable space for thirty children amounted to 1050 square feet of space and fit within the parameters of the Accreditation Criteria specifications.

A final suggestion gleaned from the literature referred to the inclusion of private spaces in the preschool environment (Loughlin & Suina, 1982; Greenman, 1988; Olds, 1987; and Phyfe-Perkins & Shoemaker (1986). Olds (1987) expanded the notion of private spaces to include space for the child to "act out" aggressive feelings. Greenman, in particular, suggested using lofts, platforms, dividers, and furniture to provide for privacy in the preschool (1988). Greenman and Olds (1987) also noted that as children spend increasingly longer time away from home, the need for providing homelike settings in the child care and school environments becomes increasingly more important.

The findings of the researchers, educators, and theorists cited in this section of the proposal was based on their relevance to the practicum problem. The inability of the present preschool environment to enhance and meet the developmental needs of the preschool students enrolled in classes at the practicum site has been identified and discussed throughout this proposal. Research of similar problems, remediation measures employed, and the results of their implementation were explored to gain input and guidance in measures to ameliorate the practicum problem.

The study of various types of preschool physical designs, program designs, and their relationship to child development and child behavior included expertise from a variety of domains. The expertise studied represented these domains: architecture, education, health and safety, psychology, science, and sociology.

Research relating to the physical design of the preschool indoor environment presented in this report included the work done by Prescott, Jones, Kritchevsky, Milich, & Haselhoef (1976); Kritchevsky & Jones, with Walling (1977); Greenman (1988); Moore (1987); Weinstein & David (1987); Teets (1985); Dimidjian (1983 and 1989); and Phyfe-Perkins & Shoemaker (1986).

Developmental theories and preschool program planning research included in this proposal presented the work of Piaget (1952); Montessori (1965); Weikart, Rogers, Adcock, & McClelland (1971); Hohmann, Banet, & Weikart (1979); Prescott, Jones & Kritchevsky (1972); Bredekamp, Ed. (1984 and 1987); and Greenman (1988), as well as others.

Guidance for arranging the preschool environment to provide for the needs of everyone in it and the contents of the environment presented in this report included information gleaned from Smilansky (1968 and 1990); Hohmann et al. (1979); Dimidjian (1983 and 1989); Vergeront (1987); Greenman (1988); Kritchevsky & Prescott, with Walling (1977); Prescott et al. (1975); Bredekamp, Ed. (1987); and Phyfe-Perkins & Shoemaker (1986). Additional sources researched for the practicum that applied to the problem will be cited throughout the rest of the report.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the practicum was to redesign the preschool indoor environment into a modified open-spaced preschool environment that was child-oriented, developmentally appropriate, and offered play areas designed to enhance each preschooler's development emotionally, physically, intellectually, creatively, and socially. The space arrangement included provisions for the needs of the teachers and for the needs of other programs that shared the facility space.

Behavioral Objectives

The success of the redesigned indoor preschool environment depended, for the most part, on how well it was accepted and on how well it serviced and met the needs of those involved with its environment. In order to evaluate the success and quality of the practicum project, measurable data was needed to substantiate the success or lack of success of the design. Data also provided input for guidance and direction of the practicum project.

For the reasons just mentioned, the writer identified behavioral objectives for this practicum. The reader should note that when the word "children's" is used in the following list, it refers to the sample group which will be discussed later in this chapter. Treatment refers to the six-week implementation period in which the new indoor design was in effect. The following goals and behavioral objectives were projected for this practicum:

1. After the implementation period, the children's active engagement in the preschool environment will show growth based on a comparison of the writer's pre and post-treatment observations of the children's active engagement with the environment recorded on the "observation checklist." (Appendix F)
2. After the implementation period, the children will show improvement in respect for classroom materials based on a comparison between the writer's pre-treatment and post-treatment observations recorded on the "observation checklist."
3. After the implementation period, the children's engagement in peer play will show growth in frequency and length of time engaged in socialization based on recorded writer observations and comparisons of pre and post-

treatment behaviors of the children recorded on the "observation checklist."

4. After the implementation period, the children's use of relevant language in role play and teacher/child play will increase based on recorded writer observations and comparisons of pre and post-treatment behaviors of the children recorded on the "observation checklist." (Appendix F)
5. After the implementation period, the children will show growth in creativity as defined in the "observation checklist." The growth will be based on compared data recorded on the "observation check-list" of pre and post-treatment observations of the children.
6. After the implementation period, the children will demonstrate growth in the amount of time and participation in classroom interest areas based on the writer's pre and post-treatment observations recorded on the "observation checklist."
7. After the implementation period, parental approval of the preschool environment will show an increase based on the comparison

between results of parental questionnaires issued before implementation (Table 7) and after implementation (Table 9).

8. After the implementation period, the children's behavior will show improvement based on the decline in the number of teacher interventions with the children as recorded on the "observation checklist" during pre and post-treatment observations.
9. After the implementation period, student applications and enrollment will increase based on writer/ administrator interviews conducted before and after the environmental changes. (Table 6)

Measurement of Objectives

The writer used the "observation checklist" to record growth, improvement, decline, or other changes in student behavior that occurred in the duration from the onset of implementation and extending throughout the implementation period to the culmination of implementation. The "observation checklist" consisted of ten defined measurable student behaviors (Table 10). Appendix F contains a checklist form as well as the directions for the form.

Table 9

Parent Questionnaire Summary :Revised Form

PARENT QUESTIONNAIRE SUMMARY

Name of Program:____

1. Did your child enjoy the program? Why or why not?________

2. Did the hours of the program meet your specific needs?____

3. Did you feel the program met the needs of your child? If not, why?____

4. What kinds of activities did you like?__________________

5. Are there any activities that you would like to see changed?____

6. What would you like to see offered in the program, Play in the Park?____

Please rate the following in accordance with the scales below

1 POOR:2 BELOW AVERAGE:3 AVERAGE:4 ABOVE AVERAGE:5 EXCELLENT

QUALITY OF YOUR SESSION?	1 2 3 4 5
OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 5
OVERALL QUALITY OF MATERIALS?	1 2 3 4 5

Table 10

Observation Checklist

OBSERVATION CHECKLIST

____

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.		Implementation			Postimp.	
NUMBER	1	2	3	4	5	6	
*(1) Active Engagement with Environment							
(2) Passive Engagement with Environment							
*(3) Appropriate Use of Materials							
(4) Inappropriate Use of Materials							
*(5) Peer Interaction							
(6) Child-Teacher Interaction							
(7) Teacher Direction Needed							
*(8) Effective/ task-related Verbalization							
*(9) Creativity							
*(10) Play/Interest Area Visited							
Total number items indicating improved behavior.							

ADDITIONAL OBSERVATION NOTES:

* Indicates the positive behaviors sought. Improvement is based on changes in six items: items numbered: 1,3,5,8,9 and 10.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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As indicated by an asterisk on the checklist, six behaviors were those that would be observed for improvement throughout the practicum implementation. The other four behaviors were those observed for decreased frequency during the implementation period. The six behaviors observed for improvement throughout implementation were:

*Active Engagement with Environment.
*Appropriate Use of Materials.
*Peer Interaction.
*Effective/task-related Verbalization.
*Creativity.
*Play/Interest Area Visited.

The four behaviors observed for decreased frequency throughout implementation were:

*Passive Engagement with Environment.
*Inappropriate Use of Materials.
*Child-Teacher Interaction (due to indecision or inability to rely on personal choice).
*Teacher Direction Needed (regarding disruptive behavior).

The implementation period of this project extended for six weeks, which was the length of each preschool session. The week prior to implementation, the writer randomly chose a sample group of five children and one additional child to be the alternate for the writer's data collection. These children were chosen from the present enrollment of four-year-olds who were registered for the next six week session of preschool.

The writer made six observations of each child in the sample group; each observation lasted for fifteen minutes and was conducted on six different days. The observed child behavior for each child was recorded on an "observation checklist" form (Appendix G) as well as on the writer's observation notes (Appendix H).

One observation was made the week before implementation; four observations were made during implementation; and one observation was made after the culmination of the six-week implementation period.

Parent questionnaires were forms comprised and issued by the recreation department at the practicum site. The questionnaire consisted of a five-point rating scale for evaluating five program areas and four open-ended questions for parental response. In the past, the questionnaires had been issued on the last day of the preschool program, and the parents took them home to record their opinions. Only seven questionnaires were returned out of thirty that were issued to the parents of the four-year-old class. (Appendix E).

These seven questionnaires comprised part of the evidence for "Problem Documentation" mentioned in CHAPTER II. The writer used the parent questionnaires to measure growth or lack of growth of parental approval of the implemented program in the manner described herein: (Table 7)

At the end of the six-week "Play in the Park" (preschool) four-year-old session pre-implementation, the writer issued the parent questionnaire forms to each family enrolled in the program (Appendix I and Appendix J). The writer collated and summarized the responses and noted the names of the children returning for the next six-week session. The summary contributed to pre-implementation data.

Following the six-week practicum implementation, the writer issued the revised parent questionnaire form to the families of the children enrolled in the present four-year-old "Play in the Park" class (Table 11). They were used to show improved or lack of improved parental approval of the implemented preschool environment (Appendix K).

In order to evaluate the results of the practicum implementation, a comparison between the results of parental responses recorded before practicum implementation with recorded parental responses received following program implementation were made. Therefore, the growth or lack of growth of parental acceptance of

Table 11

Center Program Evaluation :Revised Form

CENTER PROGRAM EVALUATION

Name of Program: ____________________

1. Did your child enjoy the program? Why or why not? ____________________

2. Did the hours of the program meet your specific needs? ____________________

3. Did you feel the program met the needs of your child? If not, why? ____________________

4. What kinds of activities did you like? ____________________

5. Are there any activities that you would like to see changed? ____________________

6. What would you like to see offered in the program, Play in the Park? ____________________

Please rate the following in accordance with the scales below

1 POOR:2 BELOW AVERAGE:3 AVERAGE:4 ABOVE AVERAGE:5 EXCELLENT

QUALITY OF YOUR SESSION?	1 2 3 4 5
OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 5
OVERALL QUALITY OF MATERIALS?	1 2 3 4 5

Comments:____

____

Please return to:

OPTIONAL: NAME____________________________________

ADDRESS____________________________________

PHONE____________________________________ the practicum project (preschool redesign) would be based on this comparative data.

The contents of writer interviews with recreation administrators (Table 12 and Appendix L); staff members (Table 13 and Appendix M); and the Superintendent (Table 14 and Appendix N) held before and after implementation were documented. They were used to provide the writer with input of the practicum design from the adults working with or within the recreation facility.

The writer kept a journal during the implementation period. Classroom visitations gave the writer the opportunity to record the children's behavior, reactions, activities, discussions, and unexpected intrusions.

Prior to practicum implementation, provisions were made for unexpected events or intrusions that could occur or develop during the implementation period which, without provisions for them, could alter or inhibit the direction of the practicum implementation. Preparatory measures and a course of action for dealing with these potential spontaneous events were necessary to ensure the smooth flow of the implementation should intrusions occur.

Provisions were made for possible "sample mortality"--that is, the departure of a child from the

Table 12

Recreation Center Teaching Staff Implementation Summary

ADULT INTERVIEW FORM

Person(s) included: Program Director/Center Supervisor

Discussion Highlights:

Development of the teaching staff in the following areas:

- Job commitment-less absenteeism
- Teaching incentive
- Developing a sense of ownership for the preschool environment and sense of caring for it.
- Interpersonal skills
- Appropriate child development procedures
- Problems with the teaching staffs' children's enrollment in the preschool program in which the mother teaches.
- Staff development; the two workshops conducted by the writer were very helpful.
- Attendance at staff meetings conducted by the Program Director.
- Attendance with the Program Director and Center Supervisor at meetings conducted by the Superintendent of Recreation.
- Filming the video tape of the preschool environment with the assistance of the Program Director.

Other pertinent information or concerns:______________________

Date for next meeting:____________________________________

Table 13

Recreation Center Teaching Staff Implementation Summary

ADULT INTERVIEW FORM

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

- The writer assisted the staff in momentary needs that included; teaching music; substitute teaching; handling disruptive children; taking children to the bathroom; outdoor supervision; custodial care of the room; and projects.
- The writer provided materials or plans for the interest areas.
- The writer daily set up and took down the preschool environment and daily discussed problems or questions with the teaching staff.
- The writer explained each phase of the practicum implementation to the teaching staff.
- The writer worked as a role model for the teaching staff.

Other pertinent information or concerns:____________________

Date for next meeting:____________________

sample group due to a family move or school transfer. This would alter the sample size, the amount, and type of data collected. The pre-implementation planning included selecting one additional child during the random selection to be the alternate in the event that a child from the sample group would move to another school. The alternate would be a child who would be attending the next session of "Play in the Park." Therefore, during the observation process and data collection, the writer recorded the behaviors of the alternate, too. In this way, the sample size would remain at five.

The writer also made plans to deal with unexpected physical environmental changes due to the initiation of new recreation department programs to the recreation facility. If the needs of the new program or the policy of the administration required environmental change, flexibility to alter the indoor environment, and the plan to carry it out was readily available.

Plans were also made to deal with potential personnel changes and administrative turnover. In the event that a new supervisor or recreation center director was hired during the implementation period and whose program philosophies conflicted with the practicum design, the writer needed to be prepared to deal with this.

Another possible event that could affect the outcome of the implementation concerned the children. Caution was taken so that the sample group was not known or evident to the children. The observation methods used by the writer also included provisions for this.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Prior to implementation, the preschool classroom design was ineffective in meeting the needs of the preschooler; emotionally, physically, intellectually, creatively, and socially. The preschool facility needed to be redesigned into an appropriate, child-oriented learning environment that promoted active learning and enhanced whole child development.

Prescott visited many day nurseries and early forms of child care even before the inception of Head Start in 1965 (Morrison, 1988, p. 75). Based on her extensive visits, Prescott found that there was an association between the quality of the space within the center and the behavior of the children.

In order to determine the quality of the child care environment, Prescott and her colleagues developed an environmental assessment (Prescott, Jones, Kritchevsky, 1967) consisting of "five aspects of the physical space: organization, variety, complexity, amount to do, and special problems" (Prescott, 1987, p. 75).

Prescott, in using the assessment, identified the strengths of both "open" and "closed" program structures (defined earlier in this paper) and their effects on child behavior. In addition, their findings brought about the recommendation that the size of child care centers should be limited to sixty children. The use of the Environmental Inventory's assessment of the five aspects resulted in the conclusion that "changes in behavior can be facilitated by changes in the classroom environment" (Teets, 1985, p. 269). Improvement was noted in increased use of materials in appropriate areas of the room and a higher level of involvement with the materials.

Kritchevsky & Prescott, with Walling (1977) expanded Prescott's work in analyzing and designing children's environments. They felt that if physical space affects the quality of the environment, then the environment could be used to help meet the goals of the program in its environment. The environment, then would need to be shaped in order to assist in achieving the program's goals.

Kritchevsky et al., therefore, suggested looking at the environment in terms of the play space (the contents of the space and its surrounding empty space) and how the parts of the play space function as a whole (1977, p. 9). The results of the work of Kritchevsky et al. included illustrations of environmental designs to carry out the program goals.

At the same time Kritchevsky was conducting her work, Weinstein worked with structurally built open classrooms to improve the behavior of children. By rearranging furniture, using partitions to divide the room into many smaller spaces, and adding shelves and platforms, "the children used the space more fully and exhibited a greater range of behaviors, less fidgeting, less large physical activity, less passive behavior, and more object manipulative behavior." (Weinstein & David, p. 53) In her work, Weinstein was actually modifying an open space, and her results provided support for the kinds of behavioral changes mentioned.

Greenman (1988) explored three basic center arrangements; the home, the traditional classroom, and the open space or "church basement" (p. 103). His findings supported those advocating modifying the open space. However, Greenman stated that it is possible to simulate a modified open environment within a closed one by maintaining strict interest areas and consistent behavior requirements.

Moore's extensive study, work, and publications on designing children's physical environments support the utilization of the modified open plan because it includes the advantages of both the closed and open-plan designs. His findings revealed that the modified open-space environment enhanced the child's self-direction were brought to and from school by their parents, who were English-speaking and whose mothers remained at home during the day. During informal conversations with the parents, the writer found the parents to be interested in their children's programs and to be supportive of them.

Because "Play in the Park" preschool was part of the Parks and Recreation Department, a variety of sources were available for obtaining program funding. The way new materials had been obtained during the six months the writer had been an adjunct to the facility, had been to explain to the recreation director the materials needed, the reasons why, and the cost of the materials. The four items the writer requested to augment the preschool program have been purchased.

The proposed solution for the practicum problem was one that the writer chose, based on extensive research, study, and reflection to be a positive, workable solution to implement. Based on all considerations, the writer planed to initiate the proposed strategy being mindful of events and changes that might occur during implementation that would affect the direction of implementation.

Lastly, the writer based the proposed solution on personal experience in which twenty-five years in education have included designing prekindergarten and kindergarten environments and curriculum; directing and teaching prekindergarten and kindergarten; researching and teaching child development and prekindergarten/ kindergarten methods to future teachers; supervising interns, and studying the British Infant Schools in England. The writer's experience guided the selection of research sources for the practicum and the designation of the solution choice.

Description of Selected Solution

In choosing the strategy that would help ameliorate the preschool indoor physical space problem at the practicum site, the writer felt that any attempt toward a solution would, in some way, improve the situation. Before presenting the chosen plan of action, a few points need to be made which make this preschool unique:

*The preschool, "Play in the Park" is part of the parks and recreation department and does not come under day care regulations because the children are in attendance for less than ten hours a week.

*The children bring their lunch and go home afterwards at 1:00 p.m., and they do not take naps. Therefore, cots, cot storage, and facilities for food preparation are not issues in this design.

*The large recreation facility room is shared with other activities, so space arrangements must be workable with the needs of the other programs.

*Most of the mothers are stay-at-home mothers and accompany their children to school. They carry the children´s belongings with them.

The physical environment designed by the writer for implementation of the practicum was partly based on the environment the writer used as Head Prekindergarten Director at an independent school. Before describing the solution utilized for the implementation, the writer wishes to refer to CHAPTER III of this report. CHAPTER III mentioned that provisions needed to be made for unexpected events. The writer´s practicum proposal contained room redesign arrangements that were endorsed by the entire teaching staff at the time of practicum proposal submission (Figure 3). However, when the final meeting occurred with the teaching staff prior to implementation preparation, two teachers indicated concern and wanted changes made in the environmental design (Appendix M).

The teachers wanted to maintain their individual teaching modules and did not want to have them shared as learning centers. Therefore, the writer utilized the plan for unexpected changes described in Chapter III and proceeded to rearrange the environment. This will be

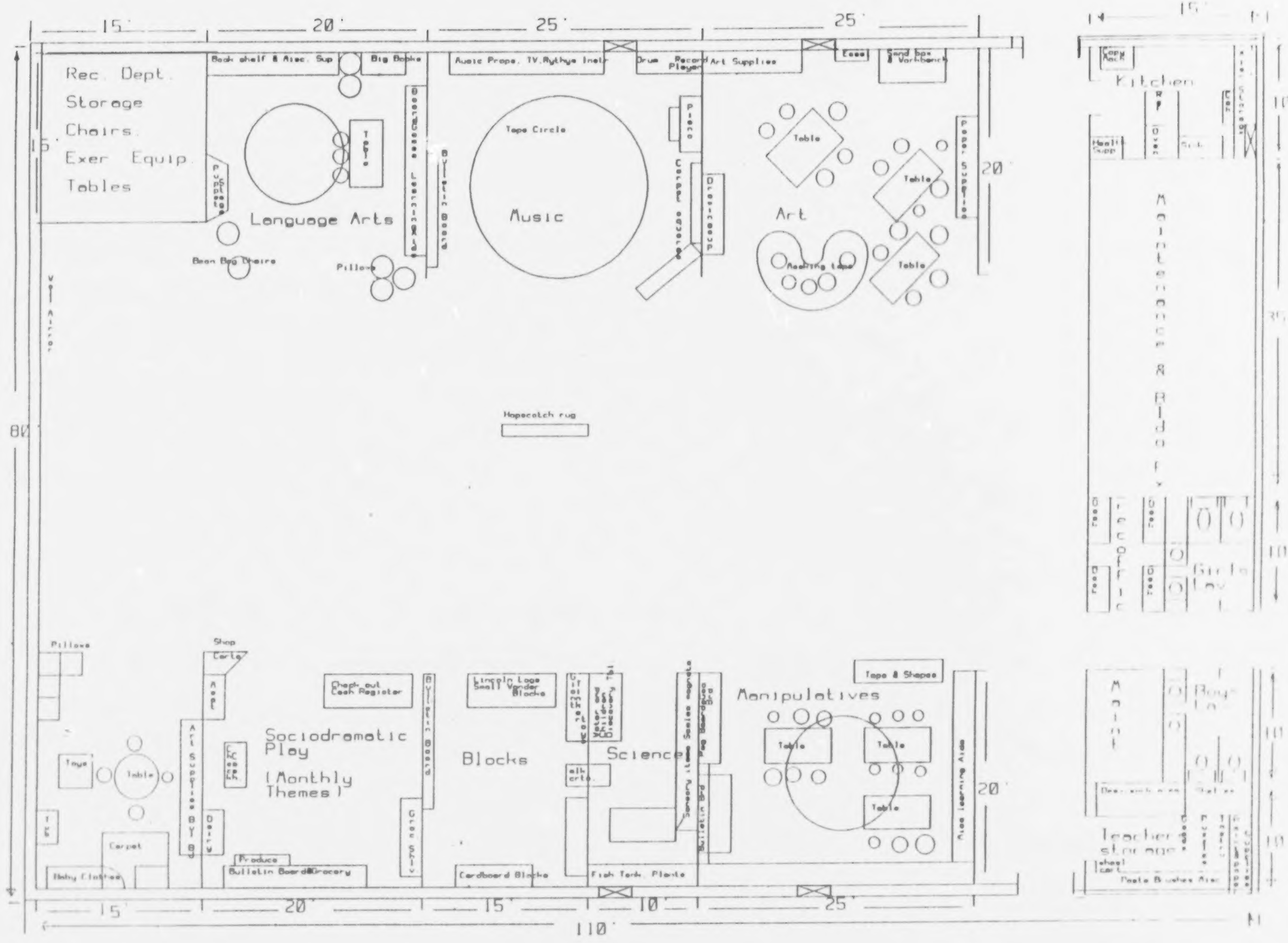
15'
20'
25'
25'
15'
Rec. Dept.
Storage
Chairs.
Exer. Equip.
Tables
Puppets
Book shelf & Misc. Sup
Big Books
Table
Language Arts
Bean Bag Chairs
Pillows
Listening
Bulletin Board
Music Props, TV, Rythym Instr
Tape Circle
Music
Drum
Record Player
Piano
Carpet
Dress-up
Art Supplies
Easel
Sand box & Workbench
Table
Table
Table
Art
Masking tape
Paper Supplies
20'
Copy Rack
Kitchen
Oven
Health Supp
Sink
Maintenance & Bldg
Girls Lav
Office
Hopscotch rug
80'
Mirror
Pillows
Shop
Carts
Toys
Table
Carpet
Baby Clothes
Art Supplies BY Bd
Dairy
Produce
Bulletin Board&Grocery
Check out
Cash Register
Sociodramatic Play
(Monthly Themes)
Bulletin Board
Groc Shlv
Lincoln Logs
Small Wonder Blocks
Blocks
Cardboard Blocks
Water and Children Discovery Tbl
Science
Sensory items Scales magnets
Peg Board
Bulletin Brd
Fish Tank, Plants
Manipulatives
Tape & Shapes
Table
Table
Table
Misc learning Aids
20'
Maint
Boys Lav
Teachers storage
Paste Brushes Misc
wheel cart
15'
20'
15'
10'
25'
110'
10
35
10
10
10

Figure 3. The redesigned preschool environment.

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evident in the rearranged redesigned preschool environment shown in Figure 4. The ensuing discussion will describe the interest areas placed in the new preschool environment as originally stated in the writer´s proposal. The only changes that were made were the placement of the interest areas and the length of the areas.

The original size of the areas will be stated as well as the area size indicated in the rearranged redesign which was used for the practicum implementation (Figure 4). The original contents planned for the areas remained the same in the rearranged redesign of the preschool environment and will be listed in the following section. Originally, the preschool environment was designed to remove the existing two preschool modules (20 ft by 25 ft each) and replace them with eight interest or play areas.

The computer area will be added when the funding and equipment have been approved. It is not drawn on Figure 3 or Figure 4 because the approval will not be approved for some time. However, the discussion of the computer area is included in this Chapter.

The interest areas lined the perimeter of the room to allow space for other programs´ usage that occurred at other times of the day and evening. The arrangement was derived from a recommendation by Greenman (1988,

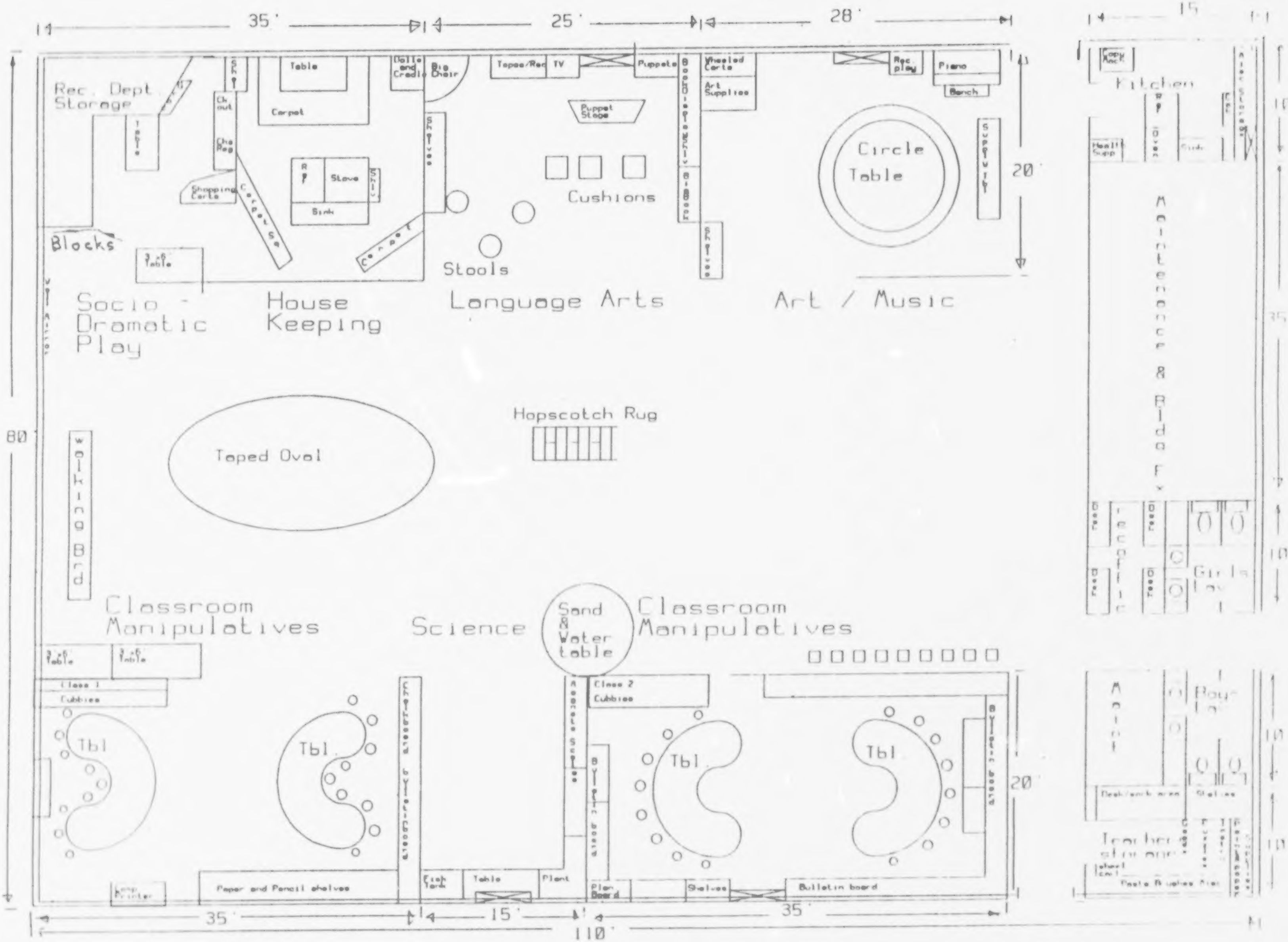
35'
25'
28'
15'
Rec. Dept. Storage
Table
Dolls and Cradle
Big Chair
Tapes/Rec
TV
Puppets
Wheeled Carts
Art Supplies
Rec. play
Piano
Bench
Kitchen
Carpet
Puppet Stage
Circle Table
20'
Shopping Carts
Stove
Sink
Cushions
Blocks
Stools
Socio - Dramatic Play
House Keeping
Language Arts
Art / Music
Maintenance & Ride Ex
Health Supp
Hopscotch Rug
80'
Taped Oval
Walking Brd
Classroom Manipulatives
Science
Sand & Water table
Girls Lav
Boys Lav
Class 1 Cubbies
Class 2 Cubbies
Tbl
Desk/work area
Shelves
Teachers storage
Paper and Pencil shelves
Fish Tank
Table
Plant
Plan Board
Bulletin board
Paste Brushes
35'
15'
35'
110'

Figure 4. The rearranged redesigned preschool environment.

p. 141). The writer will describe each area, its size, contents of materials, and the number of children who can feasibly play in the environment at one time. This will be in keeping with the parameters mentioned previously in this section. The overall environment had been planned for thirty children, the maximum class size number allowed by the recreation department.

Enlarged drawings of the interest/play areas in the redesigned preschool environment (Figure 3) and the rearranged redesigned preschool environment (Figure 4) are included in the Appendices for reader clarification. They will be referred to when the individual interest areas are discussed later in this chapter.

In planning the design, the writer took into account "fixed" or permanent space features of the environment which included the "in room" storage area (15 ft by 15 ft); Four windows; three exit doors (for the entire building); one wall mirror (60 ft by 6 ft); one hall; and one wall-mounted television. Peripheral rooms included: kitchen/health room; office; teacher storage; two lavatories; and two maintenance areas. The entire building space is 110 ft by 80 ft, and the room used for recreation programs (preschool) is 95 ft by 80 ft.

Prior to defining the interest/play areas, the rationale, and the reasons for the areas chosen will be presented. Bredekamp wrote that the physical environment should be designed to "foster optimal growth and development through opportunities for exploration and learning" (1984, p. 25). In addition, the physical environment should be "safe, attractive, and spacious" (p. 25). The writer stated earlier the importance of the child's active engagement with the environment as a promoter of whole child development.

The space arrangement at the practicum site was arranged to provide for active engagement. Hohmann et al. (1979) wrote, "in order to know objects, the subject must act upon them, and therefore, transform them; he must displace, connect, take apart, and reassemble them...knowledge...arises from interactions between the subject and those objects" (p. 129).

Regarding how to arrange the environment, being mindful that the space is shared, the writer borrowed from Olds:

"Well designed activity areas have five defining attributes: (1) a physical location; (2) visible boundaries, indicating where the area begins and ends; (3) work and sitting surfaces; (4) materials storage and display; and (5) a mood or personality." (1987, p. 131).

These points are expanded by Olds in Greenman (1988). She suggests that in beginning the planning, empty "the room psychologically, if not physically, of all movable objects" (p. 139). Then, the writer compiled the following considerations for redesigning the preschool environment based on Olds' work:

> Begin with the fixed space. What would be taking place in the room, materials needed, flow of communication that would take place, movement of the children to other areas, features that encourage the placement of a center in a specific area, designation of areas that should be placed next to each other; small physical changes that could enhance the room. (Greenman, 1988, p. 139)

These considerations will become apparent as the discussion of the environment unfolds.

The writer will restate the goal of the practicum (written in CHAPTER III) and follow with a clear outline of the implementation events that led toward goal achievement. The goal of the practicum was to redesign the present preschool indoor environment into a modified open-spaced preschool environment that was child-oriented, developmentally appropriate, and offered play areas designed to enhance each preschooler's development emotionally, physically, intellectually, creatively, and socially.

The plan included developing a modified, open-spaced preschool classroom that was child-oriented, developmentally appropriate, and play/interest area based.

The "Play in the Park" preschool classes were held in the recreation center building and arranged according to the illustration in Figure 1. The peripheral rooms, the storage space, area size and contents of the rooms are also indicated. The reader should note that there are no centers of interest or provisions for movement within the entire room space in this plan. Within each preschool space, the only materials accessible were those that would be used for the days´s instruction; such as, scissors, pencils, paper, and paste. No manipulatives were included.

The writer´s design for the practicum (Figure 3) proposed using the entire available space in the 95 ft by 80 ft area comprised of eight peripheral interest centers, one interest center to be added later, and a large central open area. These plans were based on considering sharing the space with other programs and on enhancing each child´s developmental growth. The reader should refer to Appendix O for enlarged drawings of the contents of the original redesigned preschool environment. The original redesigned preschool environment included:

The Manipulative Area (20 ft by 25 ft): (Appendix O) was designed for four children and contained:

cubbies for each child's lunch and belongings;
three tables; chairs.
shelves for manipulatives and supplies
a moveable flannelboard and chalkboard
a partition/bulletin board
a circle on the carpeted floor to enable the space to be used for large group times
numeral stepping stones will be affixed to the carpet to
encourage traffic movement and child interest

The Science Area (10 ft by 25 ft); was planned for two to four children and was to be placed next to the manipulatives because some of the materials may need to be shared and because of the relationship between math and science. The area contained:

*plant and animal life, such as, an aquarium, terrarium, and plants.
*shelves containing " hands on science materials:" a water table and a discovery table (Appendix O).

The Block Area (25 ft by 15 ft) was designed for six children and would be placed next to the Science area because of the relationship between blocks and science in experiments (balance, weight). The area contained:

*shelves to hold the blocks.
*a walking board (balance board).
*72 cardboard blocks.
*a variety of blocks (Appendix O).

In addition, the design of the Block Area allows for expansion of the children's block construction into the open area of the room.

The Socio-Dramatic Play area (20 ft by 20 ft) was designed for four to six children and was placed next to the block area. The writer noted in her teaching experience that children frequently sought blocks for dramatic play properties. The close proximity of the blocks to the dramatic play is intended to facilitate this need.

The socio-dramatic play themes would change monthly and would include themes relevant to the experiences of the children. Appendix O represents the theme for one month, the grocery store. The writer took the responsibility of changing the area and obtaining the supplies so that the teachers would not be pressured with additional responsibilities. In addition, the writer used modeling as a way to familiarize the other teachers with the incorporation of socio-dramatic play into the curriculum.

The importance of establishing a socio-dramatic play space was clearly stated by Smilansky & Shefatya:

> It is our opinion that children denied the opportunity to their ability for sociodramatic play will have less chance to learn how to accept a problem-centered world, for they will be able to sense the relevance or value of problems and will be less prepared for taking hold of what schooling offers (1990, p. 323).

The Housekeeping Area (15 ft by 20 ft) was planned for two to four children and would be placed next to socio-dramatic play because of the close relationship between the two areas and because it borders on the mirrored-wall. Many preschools use the housekeeping area one of their socio-dramatic play themes. This was considered by the writer. However, because so many children are in child care arrangements and are from home environments which may not include both parents, the writer feels there should be an on-going area for the children to enact their feelings (Appendix O). The housekeeping area contained:

*a play sink, refrigerator, and stove.
*a small table and chairs.
*a carpet, cradle, dolls, stuffed animals, doll clothes.
*play dishes, pots and pans, silverware, dress-up clothes, bedding.

The reader may note the hopscotch mat in the room illustration (Figure 3). The hopscotch mat was placed accordingly to enhance the child's gross motor skills and as an aid in promoting non-disruptive behavior.

The Computer Area will be placed in front of the storage space after it has been obtained and the funding has been approved. The computer equipment will be placed on a movable cart for ease of removal when other programs are using the facility. The computer area is planned for the use of two children at a time.

The Language Arts Area (20 ft by 20 ft), designed for six to eight children, bordered the storage area and the Music Area. (Appendix O). Included in the space were:

*soft-space provisions, such as, bean-bag chairs and pillows.
*puppets and stage area.
*big books and shelves for picture books, poetry books, and child-created books.
*language arts manipulative puzzles.
*shelves to hold tape recorder and story tapes.
*a table; chairs.
*a taped circle on the carpet for circle games and discussions.

The Music Area (25 ft by 20 ft), designed for four to six children, bordered the Language Arts and Art Areas. (Appendix O). Materials, such as stories, tapes, audio equipment, and musical instruments may need to be shared in the Music and Language Arts Areas. The television and video cassette recorder that are mounted in the Music area would be easily accessible to children in both the Music and Language Arts Areas. The Music Area contained the following materials:

*a taped circle on the floor for music, rhythms, games, and group sharing times.
*a Piano and bench.
*rhythm instruments.
*a bulletin board divider.
*a record player, records, tape recorder and tapes.
*shelves containing musical properties, such as, scarfs and a parachute.
*carpet squares.

The Art Area (25 ft by 20 ft), designed for eight children, was designed to be next to the Music area and extended to the kitchen wall. The area included:

*an easel, sandbox and workbench.
*shelves containing art materials; such as, markers, paper, scissors, glue, paint, brushes, and play-dough.
*a clothesline for drying paintings.
*three tables; chairs.
*a palette outline will be taped on the floor.

All of the interest/play areas including, the computer, should provide activities for 40-48 children. In this way, the redesign was able to accommodate 30 children. The reader will note that the supplementary rooms and space have remained as they were originally (Figure 1). They included the kitchen/health room, the office, the teacher storage room, the two maintenance areas, the hall, and the two lavatories. (Appendix O).

As mentioned earlier, two of the preschool teachers changed their decisions of approval of the redesigned environment one month before the environment was to be implemented. The teachers did not want their individual modules to be utilized as interest areas during that time of day. However, they did agree to allow the writer to call their modules "manipulative play" areas and gave the writer approval to place manipulative materials on their tables and remove them each day following interest area time. They also approved of the placement of the science area between the two classroom modules.

The rearranged redesigned preschool environment, as it will be called throughout the remainder of this report, is shown in Figure 4 and included the following changes in size and location:

*Placing the manipulative play area in both teaching modules and enlarging each classroom space to 35 ft by 20 ft.

*Locating the science area between the two classroom modules. Its size was 15 ft by 20 ft.

*Consolidating the in-room storage space from 15 square feet to almost 8 square feet.

*Moving the socio-dramatic play, blocks, and housekeeping areas across the room.

*The blocks would be adjacent to the mirror and storage space; the socio-dramatic play area would be next to the block area; and the housekeeping area would be next to the sociodramatic play area.

*When combined, the blocks, socio-dramatic play, housekeeping, and in-room storage space comprised 35 ft by 20 ft of space.

*Combining the art and music areas to a space of 28 ft by 20 ft in order to accommodate the moved areas. In addition, maintenance decided not to move the piano which departed from previous arrangements, too.

*Placing the language arts areas between the housekeeping and art/music areas within 25 ft by 20 ft of space.

*Placing an additional round table between one manipulative area and the science area for workbench and sand/water activities.

*Keeping an area reserved for computer space when funding has been approved. Space near the storage area or kitchen area will be used. This is not included in Figure 4 because approval time is more than two years away.

The materials and equipment needed to implement the practicum design were obtained in several ways; they included requests to:

1. The Parks and Recreation Department for partitions, tables, bulletin boards,

easels, and art materials. However, because the department was devoting most of its efforts toward completing a theater/drama facility, most of the equipment was assigned to that project.

2. The workbench was requested from the Kiwanis Club. The writer recently submitted proposals to the Kiwanis requesting funds for the preschool program and for the parenting program. The writer ended up making a woodworking area for the children. The writer provided many of the items for socio-dramatic play, housekeeping, and pillows. In addition, the children brought items from home to share for the various themes.
3. The Recreation Department supplied funds for the blocks, stage, puzzles, and puppets.
4. Many manipulative materials, blocks, construction materials, sandbox materials, physical education materials, tapes, records, hopscotch, big books, story books, and games were supplied by the writer from her extensive inventory.

Other changes that occurred as implementation began and were mentioned as possible unexpected events were the amount of time and energy devoted to keeping the environment functioning. Because the facility is shared with other programs, which the writer knew and had observed during several visits to the recreation facility, the removal each day of all equipment and locking it away in the storage room was vital. The writer found that bulletin boards also needed to be removed or secured.

The writer needed to remain apprised of the recreational programs scheduled at the practicum site at times other than those scheduled for the preschool classes. Because the schedule changed frequently, it was imperative that the writer check the schedule on a daily basis. The only way the quality of the new preschool environment was maintained was through daily arrangements for setting up the preschool environment. Each day, following the closing of the preschool class, the writer remained and took down the environment.

It was important to have a personal investment in the environment. Assistance from the teaching staff was not always reliable. This was partly due to the fact that they worked on an hourly wage basis and partly because they did minimal work. The writer wishes to add that she worked very well with all of the administrative and teaching staff members, however.

The daily environmental arrangement enabled the writer to develop efficiency in the arrangement. Carts were utilized to transport art materials, socio-dramatic play materials, instruments, and manipulatives. Labeled boxes and bags indicating the contents facilitated the movement of materials, too. Milk crates carried library books, puppets, and science equipment to and from their respective areas. In addition, it was important to ensure the closure of each manipulative material box with tape or elastic band before removing the materials.

The writer remained accessible to the teaching staff and readily assisted when needed. This included emergency substituting; teaching music, art, gross-motor perception, science, and language arts; and discussions with parents. It was also important to meet daily with the program director to discuss the progress of the implementation and to informally discuss implementation questions or concerns with the teaching staff.

Report of Action Taken

Before discussing the plan of action for the practicum, the writer would like to summarize some of the points discussed in the SOLUTION STRATEGY:

The goal of the practicum was to redesign the present preschool indoor environment into a modified open-spaced preschool environment that was child-oriented, developmentally appropriate, and offered play areas designed to enhance each preschooler's development emotionally, physically, intellectually, creatively, and socially.

The other part of the goal stated in Chapter III was: The space arrangement would include provisions for the needs of the teachers and for the needs of other programs that share the facility space. The writer, being an adjunct consultant for the recreation center, felt that the following were important writer responsibilities to the teaching and program staffs:

*To emote an atmosphere of happiness and a sense of belonging to the children and staff.

*To be available to assist the staff when needed.

*To include all staff members in each phase of the practicum process.

*To be flexible to changes that arise from the program and to be amenable to those changes.

*To provide encouragement and cooperation at all times.

In relating the redesigned preschool environment to the objectives of the practicum, the writer felt that the new design would:

*Encourage the children's active participation in the environment and contribute to extending the children's attention span because of the variety of interest areas, the contents of the areas, and the rationale behind the design of the areas.

*Encourage greater pupil incentive, interest, and ability to make choices.

*Improve pupil behavior by attracting the children´s interest; thus, reducing the chance for boredom.

*Promote the development of the children´s social skills by encouraging peer interaction.

*Enhance the language development of the children through the children´s participation in the interest areas and through teacher/child interactions.

*Enhance the children´s personal investment in environmental activities.

*Promote the children´s imaginative and creative play through the socio-dramatic play, housekeeping, art, language arts, and music areas.

*Enhance parental support of the environmental design, throughout the interest areas, contents of the areas, and noted enthusiasm in the children´s response to preschool.

*Gain acceptance and community interest indicated by an increase in preschool applications.

*Result in greater teacher/administrative approval indicated in informal discussions with the writer and in the amount of interest emoted when these people are working in the redesigned environment.

The classroom physical design, then, would be a modified open-spaced plan--one designed to be workable in a space shared with other recreational programs. The design is based on play/interest areas. Each interest area included in the plan is the result of child development research, environmental design research, the work of other educators in planning and implementing new environments, and the teaching experience of the writer.

The purpose of the redesigned preschool room was to provide an environment that would stimulate the child's motivation to actively participate with the materials and people in that environment and, through this, enhance all aspects of the child's development. It was for this purpose and for the reasons stated, that the writer designed and chose the new preschool environment presented herein.

The following description of the implementation of the practicum will refer to the information on Table 14 and Appendix P. The length of each preschool class at the recreation center was six weeks. The implementation of the rearranged preschool environmental design ran for the entire six week period.

The week before implementation, the writer randomly choose the five children who would comprise the sample group of children to be observed during the implementation. One alternate child was chosen, too. They were chosen from the four-year-old preschool group of children who would be returning to the "Play in the

Table 14

Superintendent of Recreation Implementation Summary

ADULT INTERVIEW FORM

Person(s) included: Superintendent of Recreation

Discussion Highlights:

- Expansion, strengthening, and publicizing the "Play in the Park" preschool program.
- Community sources to contact for preschool development funding.
- Exploration of ways to inform the greater community and government about the preschool program.
- Plans for the writer to make a video tape of the preschool environment to be a public relations tool.
- Plans for meetings and conferences in which the preschool tape of the environment will be shown.
- Plans for the recreation center administrative staff to compile a guide for parents about the preschool program.
- The Superintendent was pleased with the new preschool environmental design and the responses of the children to it.
- The Superintendent expressed pleasure that the writer has accepted a contract position to remain with the recreation center as an educational consultant and coordinator.
- The Superintendent expressed interest in having the writer continue to work with the teaching staff on developing teaching skills, ways to enhance individual/whole child development, and teaching incentive.

Other pertinent information or concerns:____________________

Date for next meeting:____________________

Park" preschool program. The children were formally observed one time before implementation, four times during implementation, and one time following implementation.

The observation checklist (Table 10; Appendix F) evaluated the children's behavior in ten items. The six items that indicated improvement are starred in Table 10 and were:

1. Active Engagement with Environment.
3. Appropriate Use of Materials.
5. Peer Interaction.
8. Effective/task-related Verbalization.
9. Creativity.
10. (Number of) Play/Interest Area(s) Visited.

The four items the writer observed for a decrease in frequency throughout implementation were:

2. Passive Engagement with Environment.
4. Inappropriate Use of Materials.
6. Child-Teacher Interaction (due to the child's indecision).
7. Teacher Direction Needed.

The writer observed the children for fifteen minutes each on week 1 (the week before implementation); on weeks 2, 4, 6, and 7 (during implementation); and on week 8 (following implementation).

Parent Questionnaires were issued before implementation and following implementation to indicate growth or lack of growth of parental approval of the new preschool environment. (Table 7 and Table 9). The writer had planned to have the parents fill out the questionnaires at the center in order to have a high percentage of returns. However, because the teachers needed to have the classroom free for cleaning during the last thrity minutes of their daily contracted working hours, the writer complied with their needs.

The writer, therefore, individually distributed each form to each parent and indicated the importance of their return (Appendix J). Only seven forms were returned out of thirty distributed before implementation (Appendix E) and only nine forms were returned out of thirty distributed at the culmination of implementation (Appendix K). This occurred both at the pre-implementation and postimplementation distributions.

The writer frequently met with the Superintendent of Recreation or discussed implementation plans with her on the telephone (Appendix N); the administrators of the recreation center (Appendix L); and the teaching staff (Appendix M) as needed to explain each practicum step and to work out any problems.

The writer collected all needed materials and assembled those needing assembling; such as, the cardboard blocks. The week prior to implementation, the writer discussed the impending changes in the room environment with the children in order to prepare them for the implementation. (Appendix L and Appendix M).

The writer spent the three days prior to implementation arranging the new preschool design. This was a weekend, and there were no classes in the facility on those days (Table 15). The writer kept notes of the progress of the implementation and made adjustments where needed. The results of the data will be presented in CHAPTER V.

Table 15

Practicum Activities Calendar

Week	ACTIVITIES					
	Observe Children (checklist)	Meet with Supervisor of Recreation	Meet with Teachers	Meet with Recreation Administrators	Redesign Preschool Room	Meet with Parents
#1 before Implementation	5 times (1 Child each time)	1 times	5 times	3 times	3 days Implementation (weekend)	1 Meeting (Distribute Questionnaires)
# 2 First week of Implementation	5 times (1 Child each time)	1 times	2 times	1 times	Repair/ Straighten Preschool Equipment	Collate Questionnaires
# 3 Second week of Implementation	0	0	1 times	1 times	Repair/ Straighten Preschool Equipment	0
# 4 Third week of Implementation	5 times (1 Child each time)	1 times	1 times	1 times	Repair/ Straighten Preschool Equipment	0
# 5 Fourth week of Implementation	0	0	1 times	1 times	Repair/ Straighten Preschool Equipment	0
# 6 Fifth week of Implementation	5 times (1 Child each time)	0	1 times	1 times	Repair/ Straighten Preschool Equipment	0
# 7 Sixth and Final week of Implementation	5 times (1 Child each time)	1 times	1 times	1 times	Repair/ Straighten Preschool Equipment	Meeting (Distribute Questionnaires & Collect them)
# 8 First week of Post-Implementation	5 times (1 Child each time)	1 times	1 times	1 times	Observe the Environment/ Ponder its practicum impact	Tally Questionnaire responses
# 9 Second week of Post-Implementation	0	0	1 times	1 times	Check Supplies and Equipment	Write Summary of Pre and Post findings

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CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The preschool indoor environmental design prior to the practicum implementation was ineffective in meeting the needs of the preschooler: emotionally, physically, intellectually, creatively, and socially. Two module classroom units, measuring 25 ft by 20 ft each, were located within a room measuring 95 ft by 80 ft. Most of the preschoolers' time was spent within the modules.

There were no interest centers, books, blocks, dolls, or manipulative materials available for the children's exploration. The "free play" period consisted of a cart of incomplete toys that was wheeled into the room for the children to use for about thirty minutes. The remainder of the room was barren.

The goal of the practicum implementation involved redesigning the indoor preschool environment into an appropriate, child-oriented learning environment to promote active learning and enhance whole child development. This included hands-on, sensory experiences and was implemented by the writer through:

*altering the entire indoor environment to include between eight and ten interest areas.
*providing or ordering the appropriate materials.
*preparing the children, administrators, and teaching staff.
*setting up and taking down the environment each day.

The results and success of the redesigned indoor preschool environment depended on how well it was accepted and on how well it serviced and met the needs of those involved with its environment. In order to evaluate the success and quality of the practicum project, measurable data was accrued and collated throughout implementation. Several behavioral objectives for the practicum were established. They shall be listed herein, followed by a description of design parameters, and a discussion of the results of each behavioral objective as a result of the practicum implementation. The following goals and behavioral objectives sought were:

1. After the implementation period, the children's active engagement in the preschool environment would show growth based on a comparison of the writer's pre and post-treatment observations of the children's active engagement with the environment recorded on the "observation checklist."

2. After the implementation period, the children would show improvement in respect for classroom materials based on a comparison between the writer's pre-treatment and post-treatment observations recorded on the "observation checklist."

3. After the implementation period, the children's engagement in peer play would show growth in frequency and length of time engaged in socialization based on recorded writer observations and comparisons of pre and post-treatment behaviors of the children recorded on the "observation checklist."

4. After the implementation period, the children's use of relevant language in role play and teacher/child play would increase based on

recorded writer observations and comparisons of pre and post-treatment behaviors of the children recorded on the "observation checklist."

5. After the implementation period, the children would show growth in creativity as defined in the "observation checklist." The growth would be based on compared data recorded on the "observation checklist" of pre and post-treatment observations of the children.

6. After the implementation period, the children would demonstrate growth in the amount of time and participation in classroom interest areas based on the writer's pre and post-treatment observations recorded on the "observation checklist."

7. After the implementation period, parental approval of the preschool environment would show an increase based on the comparison between results of parental questionnaires issued before and after the treatment.

8. After the implementation period, the children's behavior would show improvement based on the decline in the number of teacher interventions with the children as recorded on the "observation checklist" during pre and post-treatment observations.

9. After the implementation period, student applications and enrollment would increase based on writer/administrator interviews conducted before and after the environmental changes.

Prior to presenting the results of the behavioral objectives contained in the aforementioned list, the writer will present pertinent information applicable to the practicum to enhance the reader's background for the implementation results that will be reported.

The six-week implementation period of the writer's practicum project, Redesigning An Indoor Preschool

Environment to Enhance and Promote Active Learning for Preschool Children, included six writer observations which spanned a period of eight weeks. One observation occurred the week prior to implementation, four observations occurred during implementation, and one observation occurred following implementation. (Table 10). Five children and one alternate child had been randomly chosen by the writer prior to implementation to comprise the sample group whose behavior would be observed and recorded during the eight weeks of observations mentioned previously.

The progress of the five (sample group) children are recorded on the data included in this report (Figure 5). Since no "sample mortality" occurred during the practicum implementation, the data of the alternate child was not included on the tables and figures presented in Chapter V but is included in Appendix G. The writer chose to assign a name to each child in the sample group instead of assigning a letter or number to each child in order to facilitate reader ease in following the data presented in this report.

The ensuing discussion of the results of the practicum implementation in relationship to the behavioral objectives will include the data shown on Figure 5, Appendix G, and Appendix H. The reader is referred to them for clarification during the presentation of the results.

The reader needs to be cognizant that when reading the data that refers to the six observations, observations (1) and (6) were made when the writer´s environmental design was not set up or in operation. Observation (1) occurred in the former preschool environment (Figure 1). Observation (6) followed the implementation period at a time in which the recreation center teaching staff was responsible for maintaining the preschool environment.

The data reported herein reveals that the lowest number of the desired behaviors from all five sample group children occurred in observations (1) and (6). This will be discussed later in this chapter. (Figure 5).

The data presented in Figure 5 measures the six behaviors, identified by an asterisk on the "observation checklist," as being the desired behaviors sought during implementation. They shall be clarified as the discussion of the behavioral objectives unfolds. The results of the behavioral objectives sought during the writer´s practicum implementation will be presented in the ensuing report in the same sequential order presented on the list in the beginning of Chapter V. Each behavioral objective will be numbered from 1 through 9 and will match the appropriate behavioral objective numbered from 1 through 9 listed in the beginning of Chapter V. The following text reports the results of each behavioral objective.

1. Each child showed measurable improvement in active engagement in the preschool environment during observations (2) through (6): the time in which the implemented environment was in operation. Observation (1) represented the former preschool environment in which there were no interest areas, no books, and very few stimulating materials available for the children. Two of the children, Greg and Ford, had greater difficulty than the others in the sample group in focusing their attention on any activity or discussion for a period of less than one minute when the observations began.

Steven demonstrated a short attention span at the beginning of the practicum, too. As the implementation period grew, so did the length of time the children were involved in the interest areas and the number of interest areas in which the children engaged. These points are supported by behaviors #1 and #10 on the "observation checklist." (Figure 5 and Appendix G)

It is pertinent to mention here, as well, that the amount of passive engagement in the environment, #2 on the "observation checklist," decreased in number throughout implementation--observations (2) through (6). (Figure 5 and Appendix G).

2. Behavior #3, appropriate use of materials, showed improvement by the children from the beginning of implementation, observation (2), through the culmination of implementation, observation (5). In relationship to the children's behavior observed during observation (6) and mentioned earlier in this chapter, the measurable improvement indicated on the charts and graphs showed that this behavior declined in observation (6). This was the observation recorded following the culmination of the writer's implementation and the shift of the environmental responsibility from the writer to the recreation center teaching staff. Further discussion of this will occur later in this chapter. (Appendix H)

3. The children's engagement in peer play and the length of time engaged in socialization improved during the implementation period. This was supported by the data recorded on the "observation checklist" in behavior (5), Peer Interaction; and this was supported by the data reported in behavior (10), Play/Interest Area Visited. Not only did the amount of peer interaction increase during implementation, but the number of interest areas visited by the children and the time duration in them increased as well. (Figure 5, Appendix G, and Appendix H)

4. The use of relevant language in role play when the children were interacting with peers and/or adults showed measurable improvement during the implementation period, observations (2) through (5). Support for this is recorded on the "observation checklist" in behavior #8: Effective/Task-Related Verbalization. Support for improvement is recorded in behavior #5: Peer Interaction, too. (Figure 5 and Appendix G)

5. The growth in creativity displayed by the children improved throughout implementation and is indicated in the observation results listed on the "observation checklist" in behavior #9. (Figure 5)

Creativity is defined as "observed behavior of the child in which the child perceives, enacts, or manipulates a material or endeavor in a manner that is different from the norm--one that is unique to the child." (Appendix F) Creativity was evident at the art table in the way the children devised unique projects; in the inventions they designed with the manipulative materials; and in the puppetry and dramatization noted in language arts and blocks. (Appendix H)

6. The amount of time the children spent in the interest areas and amount of engagement within the interest areas showed growth and improvement throughout the implementation period. The improvement is indicated

in behavior #10 on the "observation checklist" which lists the interest areas visited by the children and those in which they have been actively engaged. (Appendix H)

7. The growth of parental approval of the preschool as a result of the implementation environment showed improvement based on the data received from questionnaires issued to the parents before and after the implementation. The improvement is shown on the revised "Center Observation Form" (Table 11 and Appendix K). The graph illustrating the results is in Figure 6.

8. The amount of children's behavior that required teacher intervention declined during implementation; thereby, showing improvement in positive behaviors. This is supported by the results recorded on behavior #6: Child-Teacher Interaction and on behavior #7: Teacher Direction Needed on the "observation checklist." (Figure 5)

9. Student enrollment and applications increased following the implementation period. The enrollment demand is indicated by the responses of the parents recorded on the Center Program Evaluation (Appendix K).

In addition, the increase and demand for enrollment resulted in creating an afternoon preschool class that began on February 20, 1991. This was reported to the writer and teaching staff at the meeting on 12/17/90. (Appendix L)

Discussion

All of the writer's nine behavioral objectives stated in the practicum proposal and listed herein showed improvement throughout practicum implementation and to its culmination. (Figure 5). The implementation results reinforces the High/Scope philosophy that the teacher is a supporter for the child's development and whose main goal is "to promote active learning on the part of the child" (Hohmann, Banet, & Weikart, 1979, p. 3).

The design and establishment of the interest areas along the perimeter of the large recreation room facility was intended to afford the children opportunities for active engagement with the environment and, thereby, promote active learning. This did occur and show improvement as indicated on the children's observation checklist (Figure 5 and Appendix G).

The practicum implementation preschool environment (Figure 4) was designed by the writer to enhance all areas of the child's development (Hendrick, 1986; and Wheeler, 1986). The effects of the practicum arrangement were improved behavior and interaction of the children with the environment throughout the implementation.

The planning for this arrangement and support was drawn from the research and work of many educators on the relationship between the type of environmental design and its effects on the child's behavior, development, and propensity to learn (Bronfenbrenner, 1979; Dimidjian, 1983; Hohmann, Banet & Weikart, 1979; Kritchevsky & Prescott, with Walling, 1977; Moore, 1987; Phyfe-Perkins & Shoemaker, 1986; Prescott, Jones, Kritchevsky, Milich & Haselhoef, 1975; and Teets, 1985). The influence of the arrangement and type of environment have been part of the High/Scope program described in _Young Children In Action_ (Hohmann, Banet, & Weikart, 1979).

The Position Statement of the NAEYC (Bredekamp, Ed., 1986) endorsing appropriate whole child development within a nurturing environment supports the writer's goal in redesigning an appropriate preschool environment to promote and enhance active learning and whole child development. Further, _The Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs_ (Bredekamp, Ed., 1984) stated criteria and rationale for the arrangement, size, and amount of floor space needed in order to afford the child "optimal growth and development through opportunities for exploration and learning" (p. 4). This is similar to the research and findings of Kritchevsky & Prescott, with Walling (1977).

Support for the writer's decision to design and include interest areas/learning centers in the preschool environment was also used by Teets (1985). She found that the behavior improved and increased environmental involvement resulted from kindergarten children who were placed in an interest area type of environment. The writer's data gathered throughout implementation in this practicum concurred with Teets. (Figure 5 and Appendix G)

Moore (1987) also found that children in interest area kinds of settings engaged actively and for longer periods of time in the area's activities than did children in large open spaced rooms or in very constrained spaces.

The writer's task of being an "environmental designer" (Dimidjian, 1989, p. 49) in implementing the practicum project included the establishment of several interest areas within the preschool design. The new environment influenced changes in the children's behavior and initiative and was noted by the writer (Appendix H). Research supporting this advocated the establishment of definite play area boundaries, specified space provisions, and designation of the number of activities within the area Greenman, 1988; Hohmann, Banet, & Weikart, 1979; Kritchevsky & Prescott, with Walling, 1977; and Prescott, Jones, Kritchevsky, Milich, & Haselhoef, 1976.

The writer's concern about the children's behavior of running around the preschool room in the recreation center building prior to her implementation, found that the implementation design provided an interesting environment that reached each child's individual interests. The children walked across the room with a sense of purpose and direction toward the next interest area in which he/she would engage. The overall noise level was much lower in the new design, and the talking and sounds reflected the projects and activities being undertaken by the children. (Appendix L)

One of the writer's objectives during implementation was the development of the children's care for classroom materials and noted growth in the children's personal investment in environmental activities. The results of the writer's data show growth in both areas; and they are in accordance with Bredekamp (Ed., 1984, p. 25): "The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children."

The rationale regarding the physical environment of early childhood programs states that the quality of the early childhood environment also affects the kind and type of adult and child interaction (Bredekamp, 1984, p. 4) was also found as a result of the writer's practicum (Appendix H). The importance of preparing the environment for children with specific materials for enhancing their development was a basic criterion of Montessori's philosophy, too (Montessori, 1965).

The children in the implemented preschool environment not only demonstrated increased involvement of interest and time with the environment but also showed increased involvement with their peers in purposeful play (Figure 5). Research also found the relationship between increased peer involvement as a result of the type of environment set up for children (Bredekamp, 1984; Moore, 1987; Smilansky & Shefatya, (1990); and Teets, 1987.

The work of Smilansky & Shefatya in sociodramatic play and its positive effects on the child's development relate to the writer's objective that the children's use of relevant language in relationship to role play and teacher/child play would improve as a result of the practicum implementation. (Figure 5)

The children's growth in creativity as described in the "observation checklist" (Appendix F) was shown as a result of the interest areas and the variety of materials to encourage creativity. The importance of stimulating the child's creativity from a young age as a contributor to innovative thought and to the development of giftedness in children has been the subject of the research conducted by Jellen & Urban (1988) and the development of their test for creativity: The TCT-DP (Test for Creative Thinking-Drawing Production).

The influence of the arrangement of the environment as a promoter of the child's attention span or length of time spent in an interest area activity showed improvement as a result of the writer's practicum and was substantiated in the research as well (Hohmann, Banet & Weikart, 1979; and Greenman, 1988).

The results of the parent questionnaires issued before and after the practicum implementation confirm the growth of parent approval of the implemented environment (Table 7 and Figure 6). Further, the fact that the preschool has, at this writing, just opened an afternoon preschool class shows the growing demand for attendance in the "Play in the Park" program as a result of the implementation. It also shows the attempts of the recreation center to work toward meeting the parental needs (Appendix E and Appendix K).

There were many unanticipated outcomes that occurred throughout the practicum implementation. They shall be listed herein followed by an explanation of each unanticipated outcome. The following unanticipated outcomes resulted from the writer's practicum implementation:

*Designing adjustments to the original redesigned preschool environment because of staff reconsiderations.

*Daily set up and removal of all preschool furniture and interest area materials.

*Writing funding proposals, at the request of the Superintendent of Recreation, to the Kiwanis Club for expansion of the preschool program and the writer's parenting course.

*Being an assistant to the recreation center teaching staff as a substitute teacher, child guidance counselor, music and art teacher, puppeteer/story-teller, and teacher assistant.

*Being an assistant to the recreation center administrative staff by attending staff meetings; attending meetings called by the Superintendent of Recreation with the administrative staff; assisting them in preschool equipment selection, education about child development, curriculum rationale, and appropriate preschool instruction.

*Planning for an additional afternoon preschool class because of increased enrollment demand by parents.

*Developing a parent/child class in which children will work with their parents on developmentally appropriate and enrichment activities designed to enhance whole child development (Bredekamp, 1986; and Wheeler, 1986) which will be taught by the writer one afternoon a week.

*Planning for the development of parent education to be conducted by the writer in the future.

*Developing a video tape of the preschool environment and program at the request of the Superintendent of Recreation to be used for public relations development in a presentation to the City Council of the Recreation Department community and to the State Convention of Recreation Departments. (The video tape will be included with the practicum report).

*Being hired by the Recreation Department as an educational consultant/coordinator to work with the Program Director on the expansion of the preschool program in the ways to be determined by the writer.

The unanticipated outcomes had significant impact on the direction of the practicum implementation. The indoor environmental design presented in the writer's practicum proposal had been presented to the administrative and teaching staff and gained their approval prior to the writer's final submission of it to the recreation center staff. Based on the unanimous approval a this time, the writer continued to develop her proposal.

At the teacher's staff meeting in final preparation for the practicum implementation, the two main teachers stated concern about having their classroom modules utilized as interest areas. These were the same teachers who had approved the proposed indoor environmental design prior to the writer's proposal submission to her adviser and university. (Appendix L)

Although there had been a staff turnover of two of the teaching assistants since the proposed environmental design had been approved, no disapproval from them was received. Therefore, the writer developed the rearranged redesigned preschool environment shown in

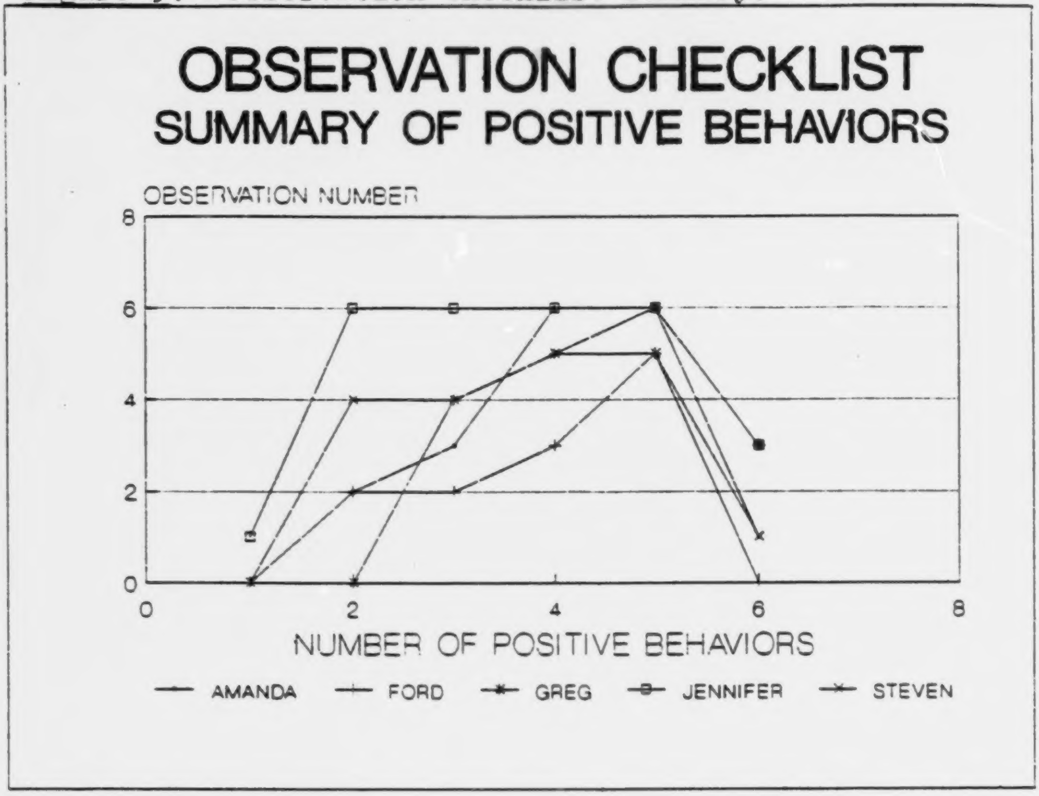
Figure 5. Enlargements of the room arrangements can be found in Appendix Q.

The request of the Superintendent of Recreation for the writer to write and submit proposals to the Kiwanis for funds for the preschool and parenting programs indicated confidence of the Superintendent in the writer´s project and respect for the writer´s professional experience.

The fact that the recreation center administrative and teaching staff utilized the writer to assist in momentary needs of the center; such as, being an emergency substitute teacher and teaching music, art and language arts; demonstrated their developing confidence in the writer´s dedication to enhance their preschool program.

The program director frequently asked the writer to attend her staff meetings, to attend meetings with the Superintendent of Recreation, to help her compose letters to the parents of the preschoolers, and to give her advice in working out staff conflicts. The program director´s experience for being assigned the task of preschool program director was that of high school graduation, one course in child development in eleventh grade, and five years with the recreation department.

Figure 5. Observation checklist summary.



0 = No Positive behaviors observed.
6 = 6 (or the total number of) Positive behaviors observed.

The Six Positive behaviors sought were recorded during each of the six observation dates.

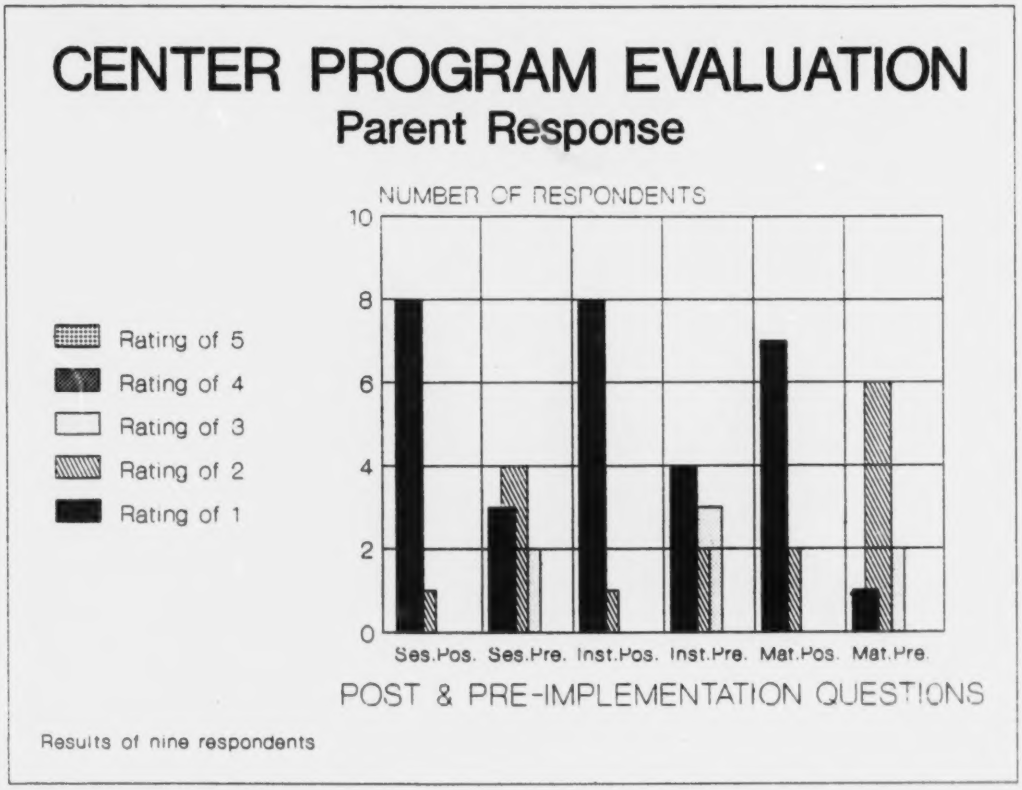
Courtney, The Alternate, is not Included.

As the practicum implementation continued, the writer became the program director's assistant and liaison to the teaching staff. These were very positive and enjoyable experiences for everyone. This subsequently led to the writer being hired by the recreation center as an educational coordinator consultant at the culmination of the practicum implementation.

The practicum implementation resulted in growth of parental approval as indicated on the data received on the Parent Questionnaire forms (Figure 6 and Appendix K). This led to increased requests for enrollment into the "Play in the Park" preschool program. As of this writing, a new afternoon preschool class has begun at the recreation center. In addition, at the request of the program director, the writer is going to be teaching a parent/child enrichment preschool class in addition to her preschool story hour. The classes will start in the next month.

For the writer, the highlight of approval of the implementation was the request of the Superintendent of Recreation to the writer to make a video tape of the preschool program and environment which would be used for public relations. It would be shown at a city council meeting and presented at the state convention of recreation departments. The planning of the taping,

Figure 6. Center program evaluation response.



Ses.Pos. = Quality of Session, Postimplementation.
Ses.Pre. = Quality of Session, Pre-implementation.

Instr.Pos. = Quality of Instructors, Postimplementation.
Instr.Pre. = Quality of Instructors, Pre-implementation.

Mat.Pos. = Quality of Materials, Postimplementation.
Mat.Pre. = Quality of Materials, Pre-implementation.

contents, and the writer's presentation in it were totally left to the writer to design.

As the writer became better acquainted with the recreation center administrative and teaching staff, it became increasingly apparent that there was a great need for:

*education of child development, appropriate experiences appropriate teaching and discipline methods for the teaching staff.

*education about teaching materials; such as, curriculum guides, records, songs and tapes for preschoolers, art materials, and science and math materials and experience.

*informing the teaching staff of the importance of literature; the fact that books, poetry, puppetry, and writing need to be always present in the preschool environment.

*developing staff motivation and job commitment and incentive.

*expanding the repertoire of the teacher's experiences.

*to develop better administrative/teacher rapport.

The writer's knowledge regarding the requirements in the state of the practicum site for people who are in charge of teaching preschoolers was increased through the practicum implementation. The state in which the practicum occurred is a new home to the writer and differs significantly from the requirements for preschool instructors in her former residence.

As mentioned in Chapter I, only one of the teaching assistants and one of the administrators had a college baccalaureate degree. The other teaching staff or administrative members had some college training or none beyond high school. In addition, the use of appropriate grammar was not always used in the classroom. When the writer saw no books in the pre-implementation preschool, she was shocked! Throughout the implementation, the writer brought library books and books from her home children's library to the recreation center. These were the only books the teaching staff ever used throughout implementation.

The amount of time spent daily for setting up and taking down the preschool environment was greater than the writer had anticipated before implementation. Because of the recreation center being a shared facility, the writer needed to daily check which programs and changes would occur within the building and at what times.

Early morning fitness programs and evening martial arts programs necessitated the writer's presence at the facility to monitor its care and to set up the environment for the next preschool class. Often this involved working late in the evening, at dawn, or on the weekends. It was very important that the writer maintain her enthusiasm and perseverance because it became a model for the teachers and administration as the implementation continued.

Another outcome that occurred following the practicum implementation culmination which was not unexpected but was one the writer hoped would not happen: however, it did happen. This was the regression of the children's behavior and environmental design following the culmination of the practicum implementation. The writer's last formal observation of the children for the practicum implementation data occurred the week following the culmination of the implementation.

The children's behavior in the preschool environment showed a decline in performance (Figure 5 and Appendix G).

The physical design of the preschool room had not been maintained by the teaching staff and the children showed regression of time, engagement, and relevant discussions within the environment as a result (Figure 5; Appendix G; and Appendix H). The lack of environmental upkeep did not seem to be evident to the program director and administrators. This was not discussed in informal writer conversations with these administrators.

The decline in the children's participation and the lack of staff incentive to maintain the environment and take out library books, points toward a profound need for staff development workshops that could be offered to the teachers and program director.

It was apparent throughout the implementation that the teaching staff enjoyed the interest areas and would assist when asked to do so, but really did not know how to help in the areas. Frequent teaching staff absences, last minute calls stating they would not be at work that day, and the large teacher turnover while the writer was implementing the program confirmed that teacher workshops to promote incentive and pride in teaching were needed in this situation.

The practicum implementation project redesigned a preschool environment in order to afford each child greater space, interest area facilities, and materials to promote whole child development through the child's active engagement with the materials within the environment (Figure 7 and Appendix R).

Throughout the implementation, the practicum objectives were met:

> The children improved in their active engagement and time spent in the interest areas;
>
> use of play related conversation;
>
> appropriate use and care of materials;
>
> display of creativity; and
>
> the number of interest areas utilized. (Figure 5)

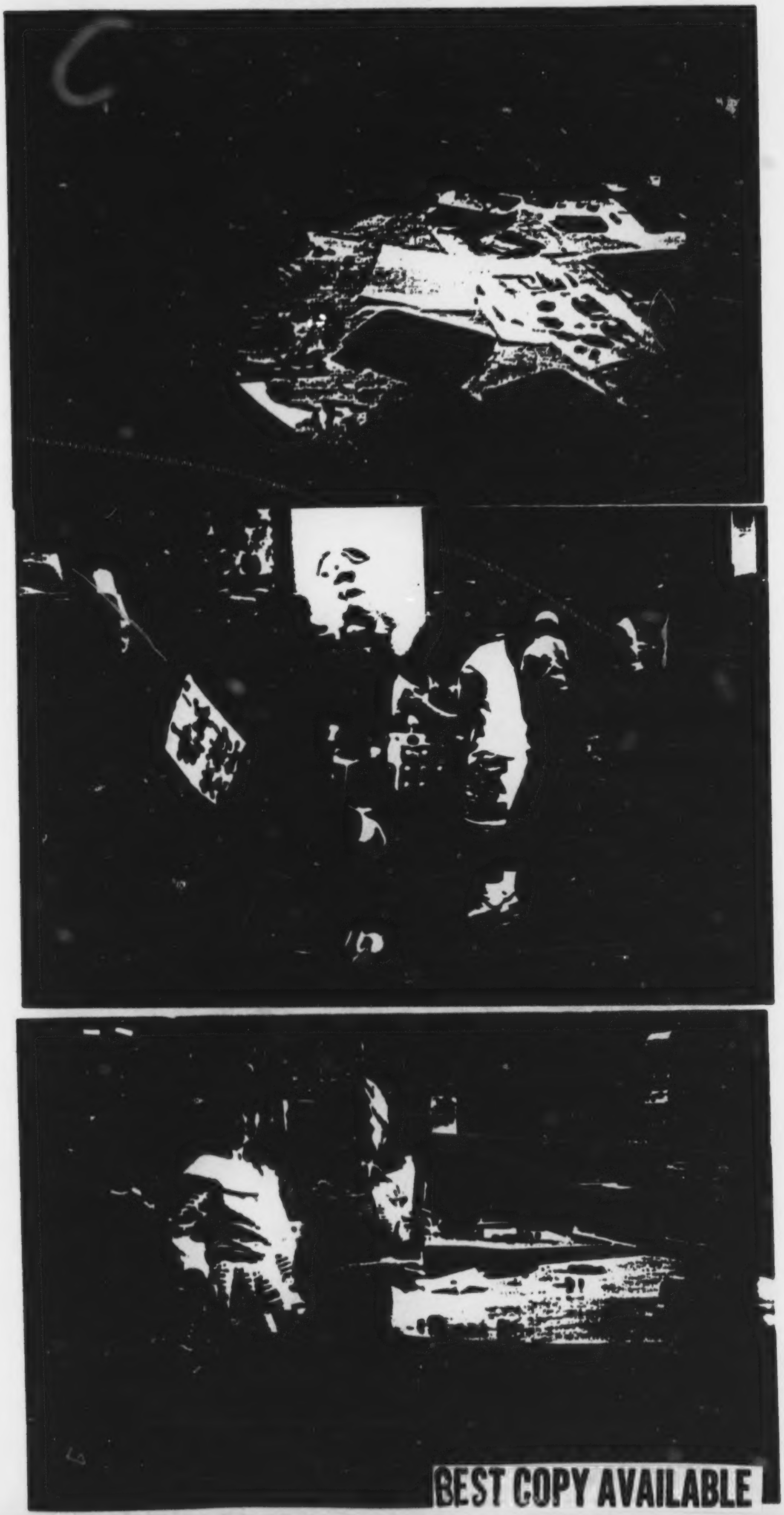


Figure 7. Children in rearranged redesigned preschool environment.

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There was noted decline observed during implementation duration in:

> the number of times of teacher intervention;
>
> inappropriate use of materials;
>
> the number of times the child sought teacher suggestions for what to do during interest area times;
>
> and passive engagement with the environment. (Figure 5)

Improved parental, administrative, teacher, and supervisor approval of the new preschool environment were also shown in the data recorded at each meeting conducted with each group (Appendix J; Appendix L; and Appendix M) and on the parent questionnaire responses (Appendix K). Therefore, based on the data accrued throughout the implementation, the writer´s practicum objectives were reached (Figure 5 and Figure 6).

It needs to be noted here, that the data presented on Figure 5, Appendix G, and Appendix H shows a decline in the positive behaviors sought in Observation #6 which occurred after implementation had culminated. Based on the postimplementation observations recorded on this data, future directions as a result of the implementation would be toward providing programs for teaching staff and administrative educational growth, and development; parent education; and preschool program development.

The implemented preschool environment did promote active engagement, curiosity, incentive, creativity, learning, and fun for the children involved in the preschool classes; and likewise, promoted whole child development. This is evident on the graph presented in Figure 5 and on the children's active engagement shown in Figure 7 and Appendix R.

Recommendations

The writer has the following recommendations as a result of this practicum project for others who may be redesigning preschool environments, particularly in recreation department facilities, in the future.

1. Raising the minimum requirements as criteria for hiring instructors and administrators of preschools--perhaps requiring the baccalaureate degree for head teachers; the baccalaureate degree and five years of experience for directors; and the associate degree and/or the Child Development Associate (CDA) credential for teaching assistants. (Morrison, 1988, p. 165-167).

2. Maintaining a strong personal commitment in planning and executing, and overseeing every detail related to the preschool program.

3. Maintaining a flexible and willing attitude throughout all phases of planning, implementing, and executing the preschool environmental design and related factors.

4. Maintaining an acute awareness for potential changes that may alter the intended direction of the implementation and to be prepared to deal with unexpected events.

5. Being available to all personnel, children, parents and community members to listen to

their input relating to the project and to

follow through with responsive action at a later date.

6. Being prepared to inform the greater community about the project through lectures, meetings, media use, or the press.
7. Keeping ever apprised of the direction of the project and its goal in improving preschool experiences and education for all children involved in the project.
8. Keeping abreast of the latest research related to the project, of new innovations in teaching, and of new methods found to enhance the development of the preschoolers.
9. Maintaining a positive belief in the project and its implementation.

As a result of the solution derived from the practicum implementation, ways to further the solution at the practicum site will include the writer's plans:

1. To design and conduct ongoing staff development workshops for the teaching staff and program director. Topics will include whole child development; interest area contents, methodology, and rationale; appropriate preschool curriculum; interpersonal relationships; and additional needs as they arise.
2. To continue to work with the children as a creative enrichment teacher and provide music, art, science, language, and gross-motor experiences when needed or requested to enhance the preschool program.
3. To continue to serves as a role model for the teaching staff.
4. To develop parent education classes to extend the preschool philosophy and rationale.

Dissemination

The writer has already shared her practicum with the Superintendent of Recreation and the Recreation Department in the community of the practicum site through a video tape presentation made by the writer of her practicum design. The video tape will be used for public relations and for obtaining funding to expand the preschool program. The Superintendent of Recreation highly approved of the video tape.

The Superintendent of Recreation has made plans for a video tape presentation at a city council meeting on a date to be announced and for a tape presentation at the state convention for recreation departments. The writer will be present at the city council presentation.

The Superintendent of Recreation asked the writer to appear as a speaker at the "Women's Exposition" next year, too. This is an annual program sponsored by the recreation department.

The writer has also used her video tape in her workshop series presentation to teachers and administrators at a parochial day care center. The writer works with this center on a volunteer basis. The tape was utilized as a visual explanation of interest areas, active engagement and whole child development. The response of the day care personnel to the video tape was that the video tape served to clarify how interest centers look and how children actively engage within this type of environment.

Other plans for the video tape include donating a copy of the video tape to the Practicum Department at Nova University as requested by the Director of Practicums; showing the video tape to parents who are considering enrolling their children in the "Play in the Park" preschool program; and using the video tape in the writer's parenting classes.

The writer intends to expand her lecturing schedule, and will present the practicum results where applicable. One possibility is guest lecturing at the university in which the writer formerly taught prekindergarten, kindergarten, and instructional strategies classes prior to her relocation. This has been discussed in telephone conversations between the writer and her Department Chairperson at the university.

The writer plans to write about her practicum in educational journals and magazines and may discuss the practicum design in the local press as a result of the city council meeting. Some of the writer's cluster constituents have expressed interest in having the writer present her practicum results as a workshop presenter at their schools or work settings. This is a direction in which the writer is making future plans.

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APPENDIX A

CLASSROOM OBSERVATIONS

OBSERVATION DATA

4-year old class
name of person observed

2/7/90
date

Arrival, free play
activity/curriculum

Friendly; interacted with writer.
pupil behavior

When cart was brought in for play, yes.
investment in

No, most time was spent looking for things to do.
peer involvement activity

There was no genuine investment in an activity.
time duration in activity

Not always: some children tried to run in the greater space of the room.
appropriate behavior

Running without purpose: climbing on furniture: Using toys as guns: pushing others.
inappropriate behavior list type of behavior

The teachers spent a lot of time redirecting children to their small rooms or in the area close to the rooms.
teacher direction needed or or required

The feeling is that the children are craving for stimulation.
initiative

A few colored. Most played with the materials in the wheeled cart that comprised all of free play.
list other activities pursued

One boy had difficulty the entire day in wanting to run.
occasions of acting out

Sitting at the tables was hard for some.
under what circumstances?

Some children sat quietly.
is preoccupied/daydreaming

The children sat for long periods of time at the tables and were restless.
other pertinent observations relating to student

Additional Notes: No learning centers; no manipulatives, no easels; no puppets; no dolls, books science equipment, music instruments. The overall room is so large and the preschool rooms are so small. Why do they not use the whole space? The teachers were very pleasant.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

4-year old preschool class	2/28/90	Readiness time and lunch
name of person observed	*date*	*activity/curriculum*
Children were at their tables for art.	The children were fidgety; it was hard to sit.	Not much observed.
pupil behavior	*investment in activity*	*peer involvement*

The art lesson lasted 30 minutes.	The children colored in a dittoed picture of a violin. The teacher glued four pieces of yarn on top for the strings.
time duration in activity	*appropriate behavior*
Some kicking and pencil tapping.	The entire lesson was teacher directed.
inappropriate behavior list type of behavior	*teacher direction needed or required*
This was shown at lunch.	After art, the pictures were collected and the children washed their hands.
initiative	*list other activities pursued*
Each child brings his/her own lunch box.	They sat at their same seats used in art for eating their lunch.
occasions of acting out	*under what circumstances?*
There were some good conversations at lunch.	
is preoccupied/daydreaming	*other pertinent observations relating to student*

Additional Notes: The writer wondered why the children eat inside in this tropical climate. Outside, there is a park and picnic benches...
The writer wondered about the art lesson. Her previous job at an independent school did not allow dittos for any reason. The writer enjoyed talking with the children.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

4-year old class
name of person observed

3/5/90
date

Lunch through dismissal.
activity/curriculum

Friendly; vivacious.
pupil behavior

The class listened well to the story.
investment in activity

Attentive.
peer involvement

15-20 minutes.
time duration in activity

Yes, during the lunch and during story.
appropriate behavior

inappropriate behavior list type of behavior

The children could manage their lunches independently. Only during transitions.
teacher direction needed or required

The children seemed ready to participate.
initiative

list other activities pursued

No
occasions of acting out

under what circumstances?

No, they were attentive to the story.
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Dismissal went smoothly. All of the parents pick up the children. There is no busing. The parents seemed very interested in their children's school day. Many talked to the teachers briefly.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

4-year old class
name of person observed

3/7/90
date

Arrival--Opening
activity/curriculum

Free play behavior had not improved from the writers first visit.
pupil behavior

investment in activity

Not much interaction.
peer involvement

Attention spans were still short--5 minutes.
time duration in activity

Children were polite to the writer; curious. Some were frustrated with the cart toys.
appropriate behavior

Attempts to run throughout the room. There was some pushing and shoving.
inappropriate behavior list type of behavior

The children needed direction during "free play" in finding activities to do.
teacher direction needed or required

Initiative was shown when children chose materials and participated.
initiative

Some of the children built with blocks brought by the writer to the group (there were only a few).
list other activities pursued

Some of the children pushed the others out of the way so they could get to the materials.
occasions of acting out

During the "free choice".
under what circumstances?

Some of the children sat alone for a while.
is preoccupied/daydreaming

The children appeared to be eager and a nice group. There was a good teacher-child rapport
other pertinent observations relating to student

Additional Notes: No interest centers have been added since the first observation. The rooms are still barren as far as materials being out for the child to use. The children will be going outside for 20 minutes today. There is so much that could be done in this large room. The mirror along one wall would be great for drama or housekeeping.

APPENDIX B

CHILDREN IN PRE-IMPLEMENTATION ENVIRONMENT

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APPENDIX C

SUPERINTENDENT OF RECREATION INTERVIEW

ADULT INTERVIEW FORM 2/5/90

Background of person Community Work/Parks and Recreation Department

Title Superintendent Job Description Superintendent of Recreation

Concerns Dropping enrollment in "Play in the Park"; Teacher/Staff turnover; need to expand preschool programs; coordination between rec. ctr. and teaching staff needed; leadership needed (someone to "carry the ball").

Relationship to the problem She is supervisor of all recreation programs for the community.

Others affected by the problem and how Rec. Center employees; teaching staff; parents; children; Recreation Dept., and the community because the Rec. Dept. serves all community members.

Previous strategies employed; rating A preschool teacher with a teaching degree left the program last year--9/89 to return to classroom public school teaching for a higher salary.

Probable causes "Play in the Park" was parent initiated ten years ago and was started by people who did not have teaching degrees or schooling in child development. The administrators at the recreation center building have backgrounds in recreation, but not teaching. Two have no college background.

What do you want to see chanaged; for what reasons? A better preschool program for children and parents; staff incentive; increase in enrollment applications; increased teacher commitment.

How can I help? We need an intern/coordinator to be a liaison between the administration and teachers at the recreation center and to work with parents; (perhaps, later, teach parenting). We need leadership and will help with supplies.

Needed supplies/funding/staff The Recreation Department has funds for some materials, and receives grants and support from community groups--such as, Kiwanis. We also have fund raising projects that the community supports. The custodians have furniture and other supplies, too.

ADULT INTERVIEW FORM 09/14/90

Person(s) included: Superintendent of Recreation and Center Supervisor

Discussion Highlights:

Purpose:

- The Superintendent asked the writer to compose two proposals requesting funding from the Kiwanis Club; one proposal would request funding for purchasing equipment for the "Play in the Park" preschool program. The other proposal would be for funding to develop the writer's parenting program which is in its inception.

Other pertinent information or concerns: The writer wrote the proposals and submitted them to the Superintendent of Recreation on 9/28/90, at the present time, the Recreation Department is awaiting a decision from the Kiwanis.

Date for next meeting: ____________________

Other pertinent facts We are glad you are teaching story hours and volunteering to teach music and art. We really need your help.

Date for next meeting We will have telephone conferences, and I will have you come to this office or the rec. center when needed.

INTERVIEWS WITH RECREATION CENTER PERSONNEL

ADULT INTERVIEW FORM 2/5/90

Background of person People Interviewed: Office staff at Recreation Department: The center supervisor, recreation specialist, and two aides.

Title ________________. Job Description Office coordinator

Concerns Play in the Park preschool program--teacher incentive and willingness to listen to criticism; enrollment drop; large teacher/staff turnover; use of materials; job commitment; discipline of children; parenting needs, room arrangement.

Relationship to the problem They coordinate the programs.

Others affected by the problem and how: community members, future students, Department of Parks and Recreation; and parents and present students.

Previous strategies employed; rating The office is all new to the Recreation Department (all have been hired within the last 1 1/2 years). They are not aware of any previous strategies other than the departure of a certified teacher within the last year who had coordinated teaching and office procedures. No accumulative records of attendance and strategies have been kept.

Probable causes The overall opinion was that leadership was needed that could coordinate teaching procedures with office procedures as well as public relations.

What do you want to see changed; for what reasons? A better arrangement of preschool rooms; improvement of discipline of the children; teacher incentive and interest in "going the extra mile". More parental approval (there have been verbal complaints about the teachers) interest and the lessons presented.

How can I help? Help with instilling teacher incentive, building parental rapport, in-service training to teachers, help with rearranging the recreation center room, teach music to the preschoolers.

Needed supplies/funding/staff We can get some materials for you to enhance our program. There is funding for miscellaneous expenses.

Other pertinent facts There is some friction between the teachers and the aides. The aide tries to assume the lead over the teacher. Last year, we changed the Play in the Park from one large group of 30 children with 2 teachers, to two groups of 15 children with 1 teacher and 1 assistant in each group. This has helped discipline and parents approve.

Date of next meeting Frequent informal meetings.

INTERVIEWS WITH RECREATION CENTER PERSONNEL

ADULT INTERVIEW FORM

2/7/90

Background of person Two teachers and two teacher aides were interviewed. The teachers have two years of college preparation; the aides are mothers with personal experience.

Title________________. Job Description______________________

Concerns They want to improve the program but indicated that there is not enough time to do it nor do they know where to start. They feel that the office staff lacks background in education. They indicated limited knowledge of preschool records and music as well as children's literature.

Relationship to the problem_____________________________

Others affected by the problem and how______________________

Previous strategies employed; rating They mentioned the large teacher/staff turnover and that no one has really assumed the role of handling teaching and office plans since the departure of the certified teacher. The strategy in trying to change the physical environment came from one of the administrators who pushed all of the furniture to one wall as it presently appears.

Probable causes Communication or coordination between the recreation center office and the teaching staff; more time (paid) for planning; leadership.

What do you want to see changed; for what reasons? Behavior of the children; more time for planning; better working relationship with the office personnel.

How can I help? Work with parents; teach music, give suggestions; provide enrichment for the children.

Needed supplies/funding/staff Maybe "we" need more toys for the children; perhaps "you" (the writer) could help.

Other pertinent facts The teaching staff seems to like working with children. They appeared somewhat overwhelmed or without a plan of what to do. They said the received few benefits and a fairly low salary, but this was not stated as a complaint.

Date for next meeting We will meet frequently when the writer observes and teaches music and story hours.

APPENDIX E

PRE-IMPLEMENTATION PARENT QUESTIONNAIRES

APPENDIX

PARENT QUESTIONNAIRE

CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter-complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Age 4 - Play in The Park

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION	1	[✓ 2]	3	4	5.
OVERALL QUALITY OF YOUR INSTRUCTOR	1	[✓ 2]	3	4	5
AVAILABILITY OF TOOLS AND MACHINERY	[✓ 1]	2	3	4	5
AVAILABILITY OF TABLE SPACE	1	[✓ 2]	3	4	5

CLASS SIZE SMALL [✓ MEDIUM] LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER YES [✓ NO]

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND

WOULD YOU LIKE TO BE A VOLUNTEER [✓ YES] NO

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED Painting, Play, Drama

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you. My child is happy, but I would like to see drama, stories and puppe included in the classes or offered in the P.M. More supplies and painting time should be part of the program. Mrs. Linda is great the other teacher should care more.

Parks & Recreation Department, Recreation Division

CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play in the park - 4 year old

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION		1	2	[✓ 3]	4	5
OVERALL QUALITY OF YOUR INSTRUCTOR		1	[✓ 2]	3	4	5
AVAILABILITY OF TOOLS AND MACHINERY		1	[✓ 2]	3	4	5
AVAILABILITY OF TABLE SPACE		1	[✓ 2]	3	4	5
CLASS SIZE	SMALL		[✓ MEDIUM]		LARGE	
HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER				[✓ YES]	NO	

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND

aerobics

WOULD YOU LIKE TO BE A VOLUNTEER YES [✓ NO]

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED Puppet Shows, Library story hour, drama, music, dance

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

The children need more toys. Where are blocks, puppets, and more room to play? My son wants to play - not sit at tables and ca like the floor. Some of the teachers do not seem interested. I like the longer session [illegible]-1

Parks & Recreation Department, Recreation Division

CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, whether complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play in The Park - 4 year Old

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION	1	[✓ 2]	3	4	5
OVERALL QUALITY OF YOUR INSTRUCTOR	[✓ 1]	2	3	4	5
AVAILABILITY OF TOOLS AND MACHINERY	1	[✓ 2]	3	4	5
AVAILABILITY OF TABLE SPACE	1	2	[✓ 3]	4	5

CLASS SIZE SMALL [✓ MEDIUM] LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER [✓ YES] NO

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND

WOULD YOU LIKE TO BE A VOLUNTEER YES [✓ NO]

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED Arts and Crafts, Story hours, music classes, Drama, computer

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

The teachers need to be more interested in each child. They are not enough toys and space for playing. Mrs. Linda was a good teacher. The children should have more books and music instruction.

Class size is good now - 2 teachers / 15 Children - - this is better

Parks & Recreation Department, Recreation Division

CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter-complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play In The Park - 4 years old

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION	1	[✓ 2]	3	4	5
OVERALL QUALITY OF YOUR INSTRUCTOR	1	[✓ 2]	3	4	5
AVAILABILITY OF TOOLS AND MACHINERY	1	[✓ 2]	3	4	5
AVAILABILITY OF TABLE SPACE	1	[✓ 2]	3	4	5

CLASS SIZE SMALL [✓ MEDIUM] LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER YES [✓ NO]

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND

WOULD YOU LIKE TO BE A VOLUNTEER YES [✓ NO]

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED P.M. program or all day program. Programs for Moms

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

I think the teacher need better guidance They did not get along well with my child. He does not like to sit still. More trucks, climbing equipment and ball games, More teacher interest and more games are needed.-

Parks & Recreation Department, Recreation Division

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CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter-complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Age 4 - Play In The Park

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION 1 2 [✓ 3] 4 5

OVERALL QUALITY OF YOUR INSTRUCTOR 1 2 [✓ 3] 4 5

AVAILABILITY OF TOOLS AND MACHINERY 1 [✓ 2] 3 4 5

AVAILABILITY OF TABLE SPACE 1 [✓ 2] 3 4 5

CLASS SIZE - 2 teachers / 15 Students: SMALL [✓ MEDIUM] LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER [✓ YES] NO

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND Older child went to Play In The Park 1988. It is better now - 2 teachers

WOULD YOU LIKE TO BE A VOLUNTEER I like working with children [✓ YES] NO

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED

Afternoon Programs (Dance, Music, Story, Ar

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

Parks & Recreation Department, Recreation Division

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CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play in the Park ages 4-5

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION 1 2 [✓ 3] 4 5

OVERALL QUALITY OF YOUR INSTRUCTOR [✓ 1] 2 3 4 5

AVAILABILITY OF TOOLS AND MACHINERY 1 [✓ 2] 3 4 5

AVAILABILITY OF TABLE SPACE 1 2 [✓ 3] 4 5

CLASS SIZE SMALL [✓ MEDIUM] LARGE

HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER YES [✓ NO]

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND We are new.

WOULD YOU LIKE TO BE A VOLUNTEER [✓ YES] NO

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED woodwork. Creative programs, Singing, imagination stretchers

I would be glad to help.

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

The room is so big - why can't part of it be used for Play in the Park? Is the piano used and do the children have regular music instruction? Some of the teachers criticise my daughter's artwork too much! Could we have an Advisory Board?

Parks & Recreation Department, Recreation Division

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CENTER PROGRAM EVALUATION

The following questionnaire was designed to give the students of the Center an opportunity to express their feelings as to quality of the programs currently being offered. As an actual participant, your opinions are crucial in the future planning of programs that will effectively meet the needs of the community. If there is a problem, we want to know about it! Your honesty, wheter complimentary or constructively critical, will be greatly appreciated.

NAME OF CURRENT CLASS: Play in the park - age 4

Please rate the above session in accordance with the scales provided.

(1) POOR (2) BELOW AVERAGE (3) AVERAGE (4) ABOVE AVERAGE (5) EXCELLENT

****

QUALITY OF YOUR SESSION	[✓ 1]	2	3	4	5
OVERALL QUALITY OF YOUR INSTRUCTOR	[✓ 1]	2	3	4	5
AVAILABILITY OF TOOLS AND MACHINERY	1	[✓ 2]	3	4	5
AVAILABILITY OF TABLE SPACE	1	[✓ 2]	3	4	5
CLASS SIZE	SMALL	[✓ MEDIUM]		LARGE	
HAVE YOU ATTENDED OTHER CLASSES AT THE CENTER			[✓ YES]	NO	

LIST OTHER PARKS & RECREATION ACTIVITIES YOU ATTEND
Moms Morning Out - Time.

WOULD YOU LIKE TO BE A VOLUNTEER YES [✓ NO]

OTHER PROGRAMS THAT YOU WOULD LIKE TO SEE OFFERED Imagination games, wood shop, puppet shows, storytime

****

Please feel free to comment on or explain any of the above opinions in the space provided below. Thank you.

I may put my son in another program. There should be more use of the room for cars & big wheels, How about learning stations?

Parks & Recreation Department, Recreation Division

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APPENDIX F

OBSERVATION CHECKLIST

Child's Name ______________ Date ______________

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1	2	3	4	5	6	
***(1) Active Engagement with Environment**							
(2) Passive Engagement with Environment							
***(3) Appropriate Use of Materials**							
(4) Inappropriate Use of Materials							
***(5) Peer Interaction**							
(6) Child-Teacher Interaction							
(7) Teacher Direction Needed							
***(8) Effective/ task-related Verbalization**							
***(9) Creativity**							
***(10) Play/Interest Area Visited**							
Total number items indicating improved behavior.							

ADDITIONAL OBSERVATION NOTES:

* Indicates the positive behaviors sought. Improvement is based on changes in six items: items numbered: 1,3,5,8,9 and 10.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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OBSERVATION CHECKLIST DIRECTIONS

During the fifteen minute observation period, record the ten behaviors that are observed or the play/interest area visited by the child. Each of the ten points on the checklist are defined below and interest area codes are listed. There is room for additional notes, too.

(1) Active Engagement with the Environment--The child actively works with the materials in the interest center, plays a game, or takes on a dramatic play role. This behavior must last for a least five minutes.

(2) Passive Engagement with the Environment--The child observes the activity occurring in the environment, usually in a sitting position, but does not physically or verbally join in the activity.

(3) Appropriate Use of Materials--The proper handling of materials and use of them for the manner in which they were made and void of destructive intent or use.

(4) Inappropriate use of Materials--Aggressive handling of materials in a destructive way or in a negative way (such as, using a sauce pan as a gun).

(5) Peer Interaction--Joining with at least one other peer in play or sharing an activity for a period of at least five minutes.

(6) Child-Teacher Interaction--The child seeks the teacher's help for suggestions of what to do.

(7) Teacher Direction Needed--The child's behavior is disruptive to the group and requires teacher intervention.

(8) Verbalization--The child uses words that relate to the activity in which he/she is engaged: a game, role playing, and art work.

(9) Creativity--observed behavior of the child in which the child perceives, enacts, or manipulates a material or endeavor in a manner that is different from the norm--one that is unique to the child.

(10) Interest Areas Visited--initial the areas visited by the child during the fifteen minute observation time and note them according to the code presented here.
A=Art
B=Blocks
D=Socio-dramatic
H=housekeeping
LA=Language Arts
NA=Not Applicable
MA=Manipulatives
MU=Music
SC=Science

APPENDIX G

OBSERVATION CHECKLIST RESULTS OF CHILDREN'S BEHAVIORS

Table
Summary

OBSERVATION CHECKLIST

Amanda

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/12/90	2 11/19/90	3 11/26/90	4 12/03/90	5 12/10/90	6 12/17/90	
*(1) Active Engagement with Environment			X	X	X		
(2) Passive Engagement with Environment	X	X				X	
*(3) Appropriate Use of Materials		X	X	X	X		
(4) Inappropriate Use of Materials	X					X	
*(5) Peer Interaction				X	X	X	
(6) Child-Teacher Interaction	Only when teacher initiated	X		X	X		
(7) Teacher Direction Needed	X	X	X	X		X	
*(8) Effective/ task-related Verbalization				X	X		
*(9) Creativity				X	X		
*(10) Play/Interest Area Visited	NA	H	H, MA A, SC	H, SC LA, A D	H, A SC, D	NA	
Total number items indicating improved behavior.	0	2	3	6	6	1	

ADDITIONAL OBSERVATION NOTES:

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1) Very shy. Would become engaged when drawn in by a teacher.

2) Following two weeks of implementation, Amanda began to open up and participate.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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Table
Summary

OBSERVATION CHECKLIST

Steven
Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
***(1) Active Engagement with Environment**		X	X	X	X	X	
(2) Passive Engagement with Environment	X						
***(3) Appropriate Use of Materials**		X	X	X	X		
(4) Inappropriate Use of Materials	X					X	
***(5) Peer Interaction**		X	X	X	X		
(6) Child-Teacher Interaction	X	X	X			X	
(7) Teacher Direction Needed	X	X				X	
***(8) Effective/ task-related Verbalization**					X		
***(9) Creativity**				X	X		
***(10) Play/Interest Area Visited**	NA	MA, SC	MA, B	A, D SC, H	LA, D MA, H A	NA	
Total number items indicating improved behavior.	0	4	4	5	6	1	

ADDITIONAL OBSERVATION NOTES:

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1) Verbal, happy child.

2) Steven continued to open up as the implementation period continued.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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Table
Summary

OBSERVATION CHECKLIST

Jennifer

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
***(1) Active Engagement with Environment**	X Bored	X	X	X	X	X	
(2) Passive Engagement with Environment							
***(3) Appropriate Use of Materials**		X	X	X	X	X	
(4) Inappropriate Use of Materials							
***(5) Peer Interaction**		X	X	X	X	X	
(6) Child-Teacher Interaction	X	X				X	
(7) Teacher Direction Needed	X	Self Motivation				X	
***(8) Effective/ task-related Verbalization**		X	X	X	X	X	
***(9) Creativity**		X	X	X	X		
***(10) Play/Interest Area Visited**	NA	D, A H, LA MA, SC	MU, SC LA, H A,B,D	A, SC LA,MA H, D	LA, A MA, H D, SC	NA	
Total number items indicating improved behavior.	1	6	6	6	6	3	

ADDITIONAL OBSERVATION NOTES:

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1) Pre-implementation of new environment. Jennifer seemed to be bored.

2) Great in all areas. She liked husking corn and putting paint on the corn cobs and rolling the cobs on paper.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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Table
Summary

OBSERVATION CHECKLIST

Ford

Child's Name

BEHAVIOR OBSERVATION NUMBER NOTES

	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
*(1) Active Engagement with Environment				X	X		
(2) Passive Engagement with Environment	X					X	
*(3) Appropriate Use of Materials					X		
(4) Inappropriate Use of Materials	X	X	X	X		X	
*(5) Peer Interaction					X		
(6) Child-Teacher Interaction				X	X	X	
(7) Teacher Direction Needed	X	X	X	X		X	
*(8) Effective/ task-related Verbalization							
*(9) Creativity				X	X		
*(10) Play/Interest Area Visited	MA	All, MA	MA, B	SC, A MU	B, LA MA	MA	
Total number items indicating improved behavior.	0	1	1	3	5	0	

ADDITIONAL OBSERVATION NOTES:

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1) Very inattentive/short attention span.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

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Table
Summary

OBSERVATION CHECKLIST

Greg

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/12/90	2 11/19/90	3 11/26/90	4 12/03/90	5 12/10/90	6 12/17/90	
***(1) Active Engagement with Environment**			X	X	X	X	
(2) Passive Engagement with Environment	X	X					
***(3) Appropriate Use of Materials**			X		X	X	
(4) Inappropriate Use of Materials	X	X					
***(5) Peer Interaction**	Short term			X	X	X	
(6) Child-Teacher Interaction	Sought assistance in what to do	X				X	
(7) Teacher Direction Needed	Can't make decisions.	X	X			X	
***(8) Effective/ task-related Verbalization**	Very verbal but not related to class projects.		X	X	X		
***(9) Creativity**				X	X		
***(10) Play/Interest Area Visited**	NA	Very short.	Art Science	Science S D	Science and Manipulatives	NA	
Total number items indicating improved behavior.	0	0	4	5	6	3	

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Table
Summary

OBSERVATION CHECKLIST

Courtney (alternate for sample group)

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.		Implementation			Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
***(1) Active Engagement with Environment**			X		X		
(2) Passive Engagement with Environment	X						
***(3) Appropriate Use of Materials**			X	X	X		
(4) Inappropriate Use of Materials	X	X					
***(5) Peer Interaction**	X	X	X	X	X	X	*
(6) Child-Teacher Interaction				X			
(7) Teacher Direction Needed	X	X				X	**
***(8) Effective/ task-related Verbalization**					X		
***(9) Creativity**					X		***
***(10) Play/Interest Area Visited**	NA	0	D, A E, MA	E, MA A, SC	A, LA D, SC MU	NA	
Total number items indicating improved behavior.	0	4	4	5	6	1	

---

*Very Shy

**For shyness- Encouragement

***Art

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APPENDIX H

OBSERVATION CHECKLIST

Amanda

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) *Active Engagement with Environment*			X^{1}	X	X^{2}	^{3}	
(2) Passive Engagement with Environment	X	X				X	
(3) *Appropriate Use of Materials*		X	X	X	X^{4}		
(4) Inappropriate Use of Materials	X					X	
(5) *Peer Interaction*				X	X^{5}	X	
(6) Child-Teacher Interaction	X^{6}		X	X	X^{7}		
(7) Teacher Direction Needed	X	X	X	X	^{8}	X	
(8) *Effective/ task-related Verbalization*				X	X		
(9) *Creativity*				X	X		
(10) *Play/Interest Area Visited*	NA	H^{9}	H, MA A, SC	H, SC LA, A D	A, D H, SC	NA	
Total number items indicating improved behavior.							

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ADDITIONAL OBSERVATION NOTES:

11-05-90	She was very shy. The teachers approached Amanda and tried to have her become engaged in activities. However, this was not successful since this was the week prior to implementation, no interest centers were set up; therefore, number 10 is not applicable.
11-12-90	(No Notes)
11-26-90	Amanda appeared to be more settled and pleased with her unfolding self-motivating attempts to participate. This observation seemed to be the turning point for Amanda from passive to active environmental engagement.
12-10-90	Continued growth in initiative, verbalization, peer interaction and expansion of personal experiential base by Amanda were clearly observed. Amanda showed confidence in her new environment and a growth of pride in her involvement with environmental activities and result of her endeavors.
12-17-90	Amanda's "sense of wonder" was observed when she watched the science experiment "A Rainbow in a Jar".
01-09-91	This was the first week following implementation. Many of the interest centers were not set up. There was only an outline of the implementation environmental design. Amanda had regressed to some of her pre-implementation behavior. Passive engagement, observation, lack of personal direction and lack of use of verbalization. There were no library books, no sociodramatic play area, or science experiments, a few manipulatives - e.g. peg boards, puzzles, and sewing cards were out. Play-doh was out at the art center. There was no sand or water table.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.This is the first time Amanda has demonstrated initiative and the ability to pursue active environmental engagement.

2.Amanda seemed to be completely acclimated to the new environment.

3.Amanda appeared confused and lacked self-direction.

4.Noted interest occured in manipulative play and art.

5.Instead of solely utilizing parallel play Amanda now engages with others and with a sense of purpose.

6.Interaction only occurred when the teacher initiatiated it.

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7.Amanda seeks teacher confirmation for her endeavors

8.No, Amanda just enjoys discussions with teachers.

9.This was a short visit. Amanda watched while some of the other children played in the house area.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

11/05/90
date

Free Play
activity/curriculum

Non-verbal, shy and reticent.
pupil behavior

No
investment in activity

No
peer involvement

Onlooking behavior.
time duration in activity

No, she did not conform to the environment.
appropriate behavior

Yes, because she did not engage herself with the environment.
inappropriate behavior list type of behavior

Yes, Amanda needed direction and encouragement to participate. However, she did not participate.
teacher direction needed or required

No
initiative

None, just passive observation.
list other activities pursued

By withholding participation, Amanda used a form of non-verbal acting out.
occasions of acting out

under what circumstances?

Amanda appeared to be somewhat preoccupied with her own thoughts.
is preoccupied/daydreaming

This is observation #1. The week prior to implementation.
other pertinent observations relating to student

Additional Notes: Amanda was very shy, she would not verbalize with the instructors or the other children. She appeared to be withdrawn and did not show initiative, Amanda played in parallel play fashion and utilized onlooking behavior.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

11/12/90
date

Interest Areas
activity/curriculum

Quiet, curious and reticent.
pupil behavior

Primarily passive engagement.
investment in activity

No, onlooking behavior.
peer involvement

Passive observation from afar, rather than active time investment was Amanda's mode of environmental response that was observed.
time duration in activity

appropriate behavior

Only from the standpoint of Amanda's lack of self-involvement with the environment.
inappropriate behavior list type of behavior

Yes, teacher encouragement to participate was given several times.
teacher direction needed or required

initiative

Amanda spent some time sitting back and observing. She observed the hopscotch mat and many of the manipulatives.
list other activities pursued

occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Amanda's behavior of observing the new environment indicated her curiosity and the possibility for providing the foundation for developing confidence to participate at a later date.
other pertinent observations relating to student

Additional Notes: Since this was the first day of implementation the writer felt that Amanda's reticence typified a "first day" reaction of a withdrawn child to a new environment.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

11/26/90
date

Opening Interest Areas
activity/curriculum

Less reticent. Conforming to classroom routine.
pupil behavior

Yes
investment in activity

This is still primarily parallel play type of behavior.
peer involvement

5-10 minutes
time duration in activity

Yes, the behavior related to engagement with environmental activities. Therefore, the behavior was appropriate and improved from the observation #2.
appropriate behavior

inappropriate behavior list type of behavior

Once Amanda received teacher encouragement, she attended the housekeeping and art centers with interest.
teacher direction needed or required

Yes, the beginning of self motivation was observed.
initiative

Amanda observed the science experiments with bubbles and observed one of the children's work with constructing a robot.
list other activities pursued

occasions of acting out

under what circumstances?

No	Amanda smiled and showed genuine delight with the result of her art endeavors. She made paper chains, and tissue paper and liquid starch designs.
is preoccupied/daydreaming	*other pertinent observations relating to student*

Additional Notes: A large growth in environmental participation by Amanda was noted in comparing this observation (#3) with observation #2. This is the first observation in which the writer observed Amanda's relevant verbalization with her peers regarding environmental activities and Amanda's involvement in those activities with a sense of purpose.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

12/10/90
date

Interest Areas
activity/curriculum

Fine
pupil behavior

Yes
investment in activity

peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

inappropriate behavior list type of behavior

No
teacher direction needed or required

There has been a little development of this.
initiative

Sociodramatic Play - Fast food restaurant. Housekeeping - playing with dolls and puppets.
list other activities pursued

No
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Amanda showed much growth in cooperating with and conforming to the environmental rationale.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

12/17/90
date

Interest Areas
activity/curriculum

Appropriate
pupil behavior

Yes
investment in activity

Yes, good use of peer play was observed in the housekeeping and sociodramatic play areas.
peer involvement

10 minutes +
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

Amanda only sought out her teachers to converse with them.
teacher direction needed or required

Yes, Amanda did select the interest areas.
initiative

Art, Amanda clearly showed pleasure in doing the blotto painting and marble art project.
list other activities pursued

occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Amanda loves to play house. She pretended to cook with the other children and worked in the fast food restaurant in sociodramatic play.
other pertinent observations relating to student

Additional Notes: The writer's practicum project was video taped today. The children were informed previously about this during a writer conducted circle discussion. Amanda did not appear to be affected by the video camera. She was an active participant today.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Amanda
name of person observed

01/09/91
date

Opening/Former Interest Center time
activity/curriculum

Reticent, regression into former behavior.
pupil behavior

No
investment in activity

Yes, but not as involved as noted in observation #5.
peer involvement

less than 5 minutes
time duration in activity

No, from the standpoint that Amanda had regressed into pre-implementation behavior.
appropriate behavior

Yes, lack of participation and use of verbalization.
inappropriate behavior list type of behavior

Teacher direction was sought by Amanda. It was also needed because of her lack of finding something to do.
teacher direction needed or required

No
initiative

None to any measurable extent.
list other activities pursued

No
occasions of acting out

under what circumstances?

Yes
is preoccupied/daydreaming

Amanda was not participating actively in the environment.
other pertinent observations relating to student

Additional Notes: The writer chose Amanda to follow during implementation because she was a shy, withdrawn child. The writer wanted to observe the effects of the new environmental design on Amanda's behavior and was hopeful that it would encourage her to become more outgoing and environmentally engaged.

OBSERVATION CHECKLIST

Greg

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.		Implementation			Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) Active Engagement with Environment			X	X	X[1]	X	
(2) Passive Engagement with Environment	X[2]	X					
(3) Appropriate Use of Materials			X		X	X	
(4) Inappropriate Use of Materials	X	X					
(5) Peer Interaction	Short-term [3]			X[4]	X	X	
(6) Child-Teacher Interaction	X[5]	X				X	
(7) Teacher Direction Needed	X[6]	X	X			X	
(8) Effective/ task-related Verbalization	[7]		X	X[8]	X		
(9) Creativity	[9]		[10]	X[11]	X[12]		
(10) Play/Interest Area Visited	NA[13]	Very short [14]	A, SC MA	SC, M A, D [15]	D, LA SC, A M		
Total number items indicating improved behavior.							

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8.Greg's enthusiasm is shown in his verbalization.

9.None was observed.

10.Greg has a unique manner for holding and manipulating art materials. He put effort into making chains, making liquid starch ornaments, the science experiment with air, and constructing a robot with nuts and bolts.

11.He created tree decoration bells out of pipe cleaners, bells and glitter.

12.Noted in art projects - marble painting and blotto painting. Science experiments with celery roots and food coloring and "Rainbow in a Jar"; Greg really enjoyed these.

13.No interest areas were available in the former environment.

14.Greg did pick up the magnets in the science center and played with them and observed them for a moment.

15.The balancing scale was introduced today. Greg worked in the fast food restaraunt.

ADDITIONAL OBSERVATION NOTES:

11-05-90	Greg did not have genuine peer conversations. He seems to be a very bright, inquisitive child.
11-12-90	Although Greg did not spend more than one minute in any interest center, he was interested, curious and sought out his instructors in order to share his delight.
11-26-90	Greg has become more settled than he was in the two previous observations. He focused on three interest areas today and actively participated and engaged in them. Much enthusiasm was demonstrated by Greg. He enjoyed the work bench.
12-10-90	A family emergency resulted in the quick departure of one of the teachers and the placement of the writer as a substitute teacher for the next three days. There was noted growth in Greg's acclimation to the environment. He was more settled today than he has been to date. The writer also substituted all week for the teacher in charge of music. In sociodramatic play, Greg was a customer and consumer at the fast food restaurant.
12-17-90	Noted growth in development of fine motor skills. Manipulation of small blocks, paint brushes and crayons have become more refined since implementation began. Greg's enthusiasm, creativity and thirst for knowledge have been noted.
01-09-91	This was the week following implementation and a vacation period. Greg was very verbal, as usual. He did not focus his attention and energies on specific activities as he had done in the last two observations. The writer had worked a lot with Greg in focusing his attention during implementation and was concerned with this regression.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.Greg pursued activities with a sense of purpose.

2.Very short attention span. He ran around the room and looked at everything.

3.The only peer interaction occured when Greg ran up to a child said a word, and ran on to another area.

4.Greg worked with another child in the manipulative center on unifix cubes and colored blocks.

5.Greg sought out teacher assistance in dicission making. However, he did not follow the teachers advice.

6.Greg was very indecisive.

7.Greg was very verbal but the verbalization was not channeled.

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CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

11/05/90
date

Opening/Free Play
activity/curriculum

Greg was happy and distracted. He went from toy to toy, child to child without engagement or participation within the environment.
pupil behavior

No
investment in activity

No
peer involvement

Less than 1 minute
time duration in activity

appropriate behavior

Greg was very verbal about his difficulty in finding an activity or toy with which to engage.
inappropriate behavior list type of behavior

Yes, direction was needed in finding an activity or toy with which to play. The toys were in a large cart and were not organized this seemed to encourage Greg's disorganization.
teacher direction needed or required

Initiative was indicated but needed to be channeled.
initiative

Greg sought out the teachers for help in choosing an activity to do. He was unable to personally invest in any activity.
list other activities pursued

occasions of acting out

under what circumstances?

He was very distracted.
is preoccupied/daydreaming

This was the week prior to implementation; the children were in the former preschool environment.
other pertinent observations relating to student

Additional Notes: The toys were in a large cart that was wheeled into the room. Many of the toys and games were incomplete. It appeared to contribute to Greg's confusion. He uses a large vocabulary and speaks distinctly.

This is the week the writer selects the sample group to follow throughout the implementation (5 children and 1 alternate child).

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

11/12/90
date

Interest Center
Class instruction
activity/curriculum

Flighty, enthusiastic, friendly.
pupil behavior

No
investment in activity

Only in running up to another area in search of area to play
peer involvement

Less than 1 minute
time duration in activity

appropriate behavior

Greg's responses were indecisive and lacked direction. They were typical child reactions to a changed environment.
inappropriate behavior list type of behavior

Greg sought teacher help in decision making.
teacher direction needed or required

Yes
initiative

Greg physically and visually
list other activities pursued

Yes
occasions of acting out

During the classroom instruction Greg did not want to form the "g" letters on the ditto sheet which was the writing assignment. Greg needs to develop his fine motor skills first and was frustrated. He would benefit by using his tactile sense to form letters and shapes in sand trays.
under what circumstances?

Yes, only during handwriting, which was frustrating and inappropriate for Greg's individual development.
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Greg's enthusiasm and spontaneity were very evident. He was eager to visit each interest center and quickly traveled from center to center. He did not settle in any center for longer than one minute. Greg appeared to enjoy the new environment and ran up to the instructors several times to discuss the activities and to seek guidance in making choices.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

11/26/90
date

Interest Areas
activity/curriculum

More settled than in previous visits.
pupil behavior

For the first time Greg was able to spend time and personal involvement in an activity.
investment in activity

Parallel play and verbalization.
peer involvement

5-10 minutes each in three areas.
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

No, Greg likes to have discussions with adults.
teacher direction needed or required

Very enthusiastic, verbal and interested.
initiative

Art - liquid starch ornaments; tissue prints, chains. Manipulative - unifix cubes. Science - observed the lima been seed he prepared for germination last week and did air bubble experiment.
list other activities pursued

No
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Greg continues to be vivacious and spontaneous in his reactions.
other pertinent observations relating to student

Additional Notes: Greg's responses are animated. He really shows his enthusiasm and has a good sense of self. He has a large extensive vocabulary and a clear speaking voice. He really was pleased with the chains he made in art and proudly displayed it.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

12/10/90
date

Interest Areas
activity/curriculum

Active participation.
pupil behavior

Yes, very interested.
investment in activity

Much growth shown here.
peer involvement

10 minutes
time duration in activity

Yes
appropriate behavior

inappropriate behavior list type of behavior

No, Greg continues to enjoy verbalizing with adults.
teacher direction needed or required

initiative

Science - Greg manipulated the items on the balancing scale.
list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: There has been vast improvement in Greg's focus on and choice of activities in which to engage.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

11/17/90
date

Interest Areas/ Instruction time Culmination
activity/curriculum

Enthusiastic
pupil behavior

Yes
investment in activity

Yes, Greg interacted with his peers in the fast food restaurant, pursuing books and in the art projects.
peer involvement

The time spent at each activity was longer during previous observations. 15 minutes in each.
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

No
teacher direction needed or required

This has remained very strong throughout the implementation.
initiative

Greg played with puppet stage and explored the big books in the Language Arts center.
list other activities pursued

Not inappropriately.
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Greg has begun to bring items he made at home to share with us.
other pertinent observations relating to student

Additional Notes: The preschool environment was video taped. This is the final week of the practicum implementation. Greg remains as a loquacious child. His verbalization now is attached to the preschool environment and to Greg's endeavors within it.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Greg
name of person observed

01/09/90
date

Opening
Interest Areas
Instruction Play
activity/curriculum

A little more unsettled than in the previous observation.
pupil behavior

Some
investment in activity

Yes
peer involvement

5 minutes or less.
time duration in activity

appropriate behavior

inappropriate behavior list type of behavior

Greg was confused about where to play.
teacher direction needed or required

Some
initiative

Blocks, housekeeping
list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

Greg was showing some of the flighty behavior noted in pre-implementation.
other pertinent observations relating to student

Additional Notes: The preschool environment was a partial framework of the design created for the practicum implementation.

OBSERVATION CHECKLIST

Jennifer

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) Active Engagement with Environment	X[1]	X	X[2]	X	X	X	
(2) Passive Engagement with Environment							
(3) Appropriate Use of Materials		X	X	X	X		
(4) Inappropriate Use of Materials							
(5) Peer Interaction		X	X	X	X	X	
(6) Child-Teacher Interaction	X	X				X[3]	
(7) Teacher Direction Needed	X	[4]					
(8) Effective/ task-related Verbalization			X	X	X	X	
(9) Creativity		X[5]	X[6]	X[7]	X		
(10) Play/Interest Area Visited	NA	D, A H, LA SC,MA [8]	A, H B, LA MU, D MA,SC [9]	A, MA SC, H LA, D	LA, A SC, H D, MA	NA	
Total number items indicating improved behavior.							

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ADDITIONAL OBSERVATION NOTES:

11-05-90	(No Notes)
11-12-90	Jennifer loved to husk the corn and crushed and ground them into corn meal. Later, she rolled the cobs in paint and made creative prints.
11-26-90	Jennifer's activities were indicative of a well rounded student. She approached each interest area confidently and knew what activity she would pursue.
12-10-90	Jennifer's self motivation, maturity, and long attention span has been noted throughout the implementation. She has developed into a good helper with her peers.
12-17-90	Jennifer has been a delight and valuable contribution to the implementation of the new environmental design. She has shown creativity, enthusiasm, initiative and pursuit of knowledge throughout the implementation. In addition she has developed many friends from among her peers.
01-09-91	The regression of the environment towards that of its pre-implementation condition seemed to contribute to Jennifer's confusion regarding what to do. This behavior had not been observed since the pre-implementation observation.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.Jennifer appeared bored. A cart of toys and puzzles was wheeled out for the children and constituted the "free play" period. This was the week prior to implementation.

2.Very invested in the environment.

3.Jennifer sought out teacher guidance regarding what to do.

4.She was very self motivated and went from interest area to interest area and explored the contents of each.

5.Art, puppetry.

6.Language Arts - Jennifer enjoyed puppetry with story telling and created her own puppet shows.

7.Jennifer enjoyed retelling stores that had been read to her. She created unique tree ornaments.

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8.Jennifer would have benefited from having additional time for the interest areas.

9.Art has consistently been one of Jennifer's favorite activities and interest areas.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer
name of person observed

11/5/90
date

Free Play
activity/curriculum

pupil behavior

investment in activity

Yes
peer involvement

time duration in activity

appropriate behavior

inappropriate behavior list type of behavior

teacher direction needed or required

initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

She was self motivated and played well both alone or with another child.
other pertinent observations relating to student

Additional Notes: Jennifer was cooperative, conscientious and participated in all activities. she enjoyed conversing with adults and seemed to welcome challenges.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer
name of person observed

11/12/90
date

Opening Interest Areas
activity/curriculum

She conformed to the new environment with ease.
pupil behavior

Yes, a strong investment was noted in each of her endeavors.
investment in activity

Yes
peer involvement

time duration in activity

appropriate behavior

inappropriate behavior list type of behavior

teacher direction needed or required

initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: This was the first day for the practicum implementation at the new preschool design. It was comprised of interest areas.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer
name of person observed

11/26/90
date

Interest Areas
activity/curriculum

Excellent
pupil behavior

Yes
investment in activity

Yes
peer involvement

10 minutes
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

Jennifer enjoys talking to adults.
teacher direction needed or required

Yes
initiative

list other activities pursued

No
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Jennifer has been a very self-motivated student.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer
name of person observed

12/10/90
date

Opening Interest areas
activity/curriculum

Conscientious investment in the environment.
pupil behavior

Yes
investment in activity

No
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

inappropriate behavior list type of behavior

No
teacher direction needed or required

Yes
initiative

Language Arts, Art and Manipulatives.
list other activities pursued

No, she is very cooperative.
occasions of acting out

under what circumstances?

is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Jennifer is a good role model for her peers.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer *name of person observed*	12/17/90 *date*	Interest Areas *activity/curriculum*
Cooperative, curious, and attentive. *pupil behavior*	Yes *investment in activity*	Yes *peer involvement*

10 minutes *time duration in activity*	Yes *appropriate behavior*
inappropriate behavior list type of behavior	*teacher direction needed or required*
initiative	*list other activities pursued*
occasions of acting out	*under what circumstances?*
No *is preoccupied/daydreaming*	Jennifer is a well rounded student. *other pertinent observations relating to student*

Additional Notes: Jennifer enjoys experimenting with new classroom items, such as, science experiments.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Jennifer
name of person observed

01/09/90
date

Opening Interest Areas
activity/curriculum

Very good self control but confused.
pupil behavior

Her commitment to her endeavors was not as firm as had been observed in the last four observations.
investment in activity

Yes
peer involvement

3 minutes
time duration in activity

appropriate behavior

inappropriate behavior list type of behavior

Jennifer has shown much initiative and risk taking in previous observations. Today she looked to her teachers for help in finding activities in which to engage.
teacher direction needed or required

Less than in the implemented environment.
initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Jennifer had demonstrated excellent student potential and strong development emotionally, physically, intellectually, creatively, and socially throughout the implementation. It was disheartening for the writer to observe Jennifer's regression because the environment was not as stimulating as it had been.

OBSERVATION CHECKLIST

Ford

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) Active Engagement with Environment	[1]	[2]			X		
(2) Passive Engagement with Environment	X					X	
(3) Appropriate Use of Materials					X[3]		
(4) Inappropriate Use of Materials	X	X	X	X		X	
(5) Peer Interaction		[4]			X		
(6) Child-Teacher Interaction		[5]		X		X	
(7) Teacher Direction Needed	X	X	X	X		X	
(8) Effective/ task-related Verbalization		[6]			X		
(9) Creativity				X[7]	X		
(10) Play/Interest Area Visited		All MA [8]	B MA	A, SC MU	B, LA MA, [9]	NA	
Total number items indicating improved behavior.							

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ADDITIONAL OBSERVATION NOTES:

11-05-90	Ford is a very active boy; his attention span was very short. Ford did not make eye contact with the adults when they were attempting to redirect Ford's energy into appropriate environmental engagement his eyes move rapidly as did his body when adults tried to talk to him.
11-12-90	Ford seemed to be a child who would benefit from tactile experiences and individualized one on one instruction.
11-26-90	Ford will benefit from fine motor activities and from individualized teacher instruction.
12-10-90	Ford enjoyed using the rhythm instruments. He may need to concentrate on fine motor activities to strengthen his tactile skill for appropriate handling of pencils and other printing instruments.
12-17-90	Ford's behavior and environmental engagement showed much growth during this observation and in comparison with his behavior observed in observation #4.
01-09-91	Ford's behavior resembled that of his pre-implementation. His eyes moved back and forth when an adult tried to talk to him. The teaching staff had not maintained the environmental design outlined in the writer's practicum proposal and executed during the implementation period.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.Ford is very active and was in perpetual motion throughout this observation.

2.Ford flitted from area to area. He did not stop and participate for the duration of 1 minute in any area.

3.This is the first observation in which Ford did not throw materials or try to alter them and use them as weapons.

4.Ford was very verbal. His speech was not relevent to the environment.

5.Ford would have benefitted from teacher assistance and guidance in acclimating to the new environment and engagement with the new materials.

6.Ford did not verbalize in complete sentences he used phrases.

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7.It is noted in Art and Music. He created a unique tree ornament.

8.Ford did not stop at most of the interest areas. He did put his fingers in the sand box and water table for a moment.

9.Ford engaged purposefully in constructing the robot.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

11/5/90
date

Free Play
activity/curriculum

Unfocused/flighty
pupil behavior

No
investment in activity

Not purposefully
peer involvement

Minimal
time duration in activity

No
appropriate behavior

Yes, very verbal without purpose, flighty.
inappropriate behavior list type of behavior

Yes, redirection was needed.
teacher direction needed or required

This can be channeled
initiative

list other activities pursued

occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Ford seems to be very aggressive, lacks respect for classroom materials, and tried to use the robot pieces as weapons.
other pertinent observations relating to student

Additional Notes: The writer plans to observe Ford's behavior in terms of possible perceptual - motor perceptual lags (Healy, 1990) and attention deficit disorders (Buchoff, R., 1990; Ingersoll, B., 1988).

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

11/12/90
date

Interest Areas
activity/curriculum

Disorganized/flighty
pupil behavior

No
investment in activity

peer involvement

Less than 1 minute.
time duration in activity

No
appropriate behavior

Yes, verbally loud/ running.
inappropriate behavior list type of behavior

Yes, required.
teacher direction needed or required

No
initiative

list other activities pursued

He did not put toys back when he picked them up to look at.
occasions of acting out

under what circumstances?

is preoccupied/daydreaming

Ford will need individual teacher assistance in acclimating to the environment.
other pertinent observations relating to student

Additional Notes: Very inattentive. Short attention span. Ford may benefit from experiences designed to help him develop his body image and experiences designed to channel his energies.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

11/26/90
date

Interest Areas
activity/curriculum

Disorganized
pupil behavior

No
investment in activity

Not to a measurable degree.
peer involvement

5 minutes in manipulatives and blocks.
time duration in activity

No
appropriate behavior

Yes, running around room without a sense of purpose.
inappropriate behavior list type of behavior

Yes
teacher direction needed or required

There is potential.
initiative

list other activities pursued

Initiative which needs to be cultivated appropriately.
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Ford is vivacious and curious.
other pertinent observations relating to student

Additional Notes: This observation represented improvement in Ford's interaction with the environment. He was very curious and did become engaged with the robot in manipulatives and with the blocks.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

12/10/90
date

Interest Areas
activity/curriculum

Improved
pupil behavior

Yes
investment in activity

Yes
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

Ford's behavior is conforming more to the routine, than in the past.
inappropriate behavior list type of behavior

Yes
teacher direction needed or required

Yes
initiative

Science, Music
list other activities pursued

Difficulty in listening to teacher directions and making eye contact with the teacher.
occasions of acting out

When teacher is talking to Ford.
under what circumstances?

No
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Ford verbalized purposefully in the art area. He discussed the materials he was using and the project he was creating. It was noted that Ford may need help in learning how to handle crayons and scissors appropriately.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

12/17/90
date

Interest Areas
activity/curriculum

Appropriate
pupil behavior

Yes
investment in activity

Yes
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

No
teacher direction needed or required

Yes
initiative

Language Arts
list other activities pursued

No, he followed the routine.
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Ford is very proud of his endeavors.
other pertinent observations relating to student

Additional Notes: This is the day the children were video taped in the implemented environment. Ford was not inhibited by this and interacted in his usual vivacious way.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Ford
name of person observed

01/09/91
date

Opening/ Interest Areas
activity/curriculum

Flighty/disorganized
pupil behavior

No
investment in activity

Sporadic
peer involvement

Very short 1 minute.
time duration in activity

No
appropriate behavior

Yes
inappropriate behavior list type of behavior

Yes
teacher direction needed or required

Yes, but it needs to be guided into appropriate directions.
initiative

list other activities pursued

occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Ford's progress in effectively engaging in the preschool environment that developed during implementation had regressed toward pre-implementation level of interaction and behavior.
other pertinent observations relating to student

Additional Notes: The impact of the environment on the child's behavioral responses was strongly reinforced based on observations of Ford's disorganization and lack of purpose noted in pre-implementation, his development of purposeful engagement throughout implementation, and his regression to pre-implementation behavior that coincides with the environmental breakdown. (The writer uses environmental breakdown to describe teacher neglect in maintaining the interest areas/environmental design created in the preschool during the practicum implementation.)

OBSERVATION CHECKLIST

Steven

Child's Name

BEHAVIOR OBSERVATION NUMBER NOTES

	Pre-imp.	Implementation				Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) Active Engagement with Environment		X	X	X[1]	X	X	
(2) Passive Engagement with Environment	X						
(3) Appropriate Use of Materials		X	X[2]	X	X		
(4) Inappropriate Use of Materials	X					X	
(5) Peer Interaction		X	X	X			
(6) Child-Teacher Interaction	X	X	X		X	X[3]	
(7) Teacher Direction Needed	X	X				X	
(8) Effective/ task-related Verbalization					X		
(9) Creativity				X[4]	X		
(10) Play/Interest Area Visited	MA	MA SC	MA, B 5	A, MA D, H	SC, D MA, LA H	MA	
Total number items indicating improved behavior.							

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ADDITIONAL OBSERVATION NOTES:

11-05-90	Steven is an outgoing, happy child. He became confused or disoriented when the wheeled cart of toys was brought out (this constituted "free play" in the former environment). This was the week prior to implementation of the redesigned environment.
11-12-90	A great improvement is Steven's behavior was noted in this observation of Steven in the redesigned preschool when compared with his behavior in the former environment (recorded in observation #1).
11-26-90	It was a pleasure to observe Steven's concentration with the robot.
12-10-90	Steven worked with a sense of purpose in the art center. He made a bell tree ornament. He conversed appropriately with his peers while he worked.
12-17-90	(No Notes)
01-09-91	Steven's behavior had regressed as had his initiative, ability to make decisions and self-control.

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.Noted confidence utilized by Steven in approaching interest areas.

2.If Steven did not know how to manipulate materials he askes the teachers for help.

3.Steven sought out teacher help to find activities to pursue.

4.Steven created several original designs with pipe cleaners at the art center.

5.Steven really enjoyed Chip the robot.

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CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven	11/05/90	Opening Class instruction "Free Play"
name of person observed	*date*	*activity/curriculum*
Active running around the room.	No	
pupil behavior	*investment in activity*	*peer involvement*

1-2 minutes
time duration in activity

appropriate behavior

Running around the room.
inappropriate behavior list type of behavior

Some redirection was required.
teacher direction needed or required

It appeared that with appropriate stimulation, initiative could be channeled.
initiative

list other activities pursued

occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: This was the week prior to implementation. Steven really appeared to be bored and in need of direction, which he sought from the teachers.

The teachers spent a lot of time redirecting the children or verbally disciplining them because they were running around the room.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven
name of person observed

11/12/90
date

Interest Areas
activity/curriculum

Improved with the new environment.
pupil behavior

More focused with the new environment.
investment in activity

Yes, Steven is well liked by his peers.
peer involvement

time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

Yes, Steven needed some suggestions for places to play.
teacher direction needed or required

initiative

list other activities pursued

No
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

Effort was noted in Steven's acclimation to the new environment.
other pertinent observations relating to student

Additional Notes:

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven
name of person observed

12/26/90
date

Interest Areas
activity/curriculum

Appropriate
pupil behavior

Yes
investment in activity

Yes
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

A little direction was needed.
teacher direction needed or required

Yes
initiative

____
list other activities pursued

____
occasions of acting out

____
under what circumstances?

No
is preoccupied/daydreaming

Steven continues to acclimate to the interest area environment.
other pertinent observations relating to student

Additional Notes: Steven shows pride in his involvement with the environment.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven
name of person observed

12/10/90
date

Interest Areas
activity/curriculum

Fine
pupil behavior

Yes
investment in activity

Yes
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

It was needed at Steven's request.
teacher direction needed or required

Yes
initiative

list other activities pursued

No
occasions of acting out

under what circumstances?

No
is preoccupied/daydreaming

other pertinent observations relating to student

Additional Notes: Continued growth, improvement and personal investment in the environment have been observed.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven
name of person observed

12/17/90
date

Interest Areas
activity/curriculum

Fine
pupil behavior

Yes
investment in activity

Yes
peer involvement

5 minutes
time duration in activity

Yes
appropriate behavior

No
inappropriate behavior list type of behavior

No
teacher direction needed or required

initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

Steven visited more interest areas and spent additional time in them than he had thus far.
other pertinent observations relating to student

Additional Notes: The preschool environment was video taped today while the children were in the interest centers.

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Steven
name of person observed

01/09/91
date

Post implementation
activity/curriculum

Unsettled
pupil behavior

Not as long as it had been in the last observation.
investment in activity

peer involvement

Less than 5 minutes
time duration in activity

appropriate behavior

Yes
inappropriate behavior list type of behavior

Some
teacher direction needed or required

Not as strong as the last observation.
initiative

list other activities pursued

A sense of purposelessness was noted.
occasions of acting out

under what circumstances?

Perhaps
is preoccupied/daydreaming

Steven appeared to regress in the environment that had deteriorated from pre-implementation.
other pertinent observations relating to student

Additional Notes: Steven began to regress to the distracted behavior observed in observation #1.

OBSERVATION CHECKLIST

Courtney (alternate sample)

Child's Name

BEHAVIOR	OBSERVATION NUMBER						NOTES
	Pre-imp.		Implementation			Postimp.	
NUMBER	1 11/05/90	2 11/12/90	3 11/26/90	4 12/10/90	5 12/17/90	6 01/09/91	
(1) Active Engagement with Environment	[1]	[2]	X[3]		X		
(2) Passive Engagement with Environment	X						
(3) Appropriate Use of Materials			X	X	X		
(4) Inappropriate Use of Materials	X	X					
(5) Peer Interaction	X	X	X	X	X	X	
(6) Child-Teacher Interaction				X			
(7) Teacher Direction Needed	X	X[4]				X	
(8) Effective/ task-related Verbalization					X[5]		
(9) Creativity					X[6]		
(10) Play/Interest Area Visited	NA	0	D, A H, MA [7]	H, MA A, SC	LA, A D, SC MU [8]		
Total number items indicating improved behavior.							

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ADDITIONAL OBSERVATION NOTES:

11-05-90	There were no interest areas because this observation occurred prior to implementation. The free play period consisted of a time in which a cart of toys was wheeled into the room for the children.
11-12-90	Courtney is a happy child and enjoys adult interaction however she did not seek out teacher assistance even though she appeared to be pleased that it had been given. The writer feels that this will develop as Courtney becomes more confident she would benefit from work with her teachers in strengthening her self-esteem.
11-26-90	Courtney hammered nails at the work bench and played in the sand box.
12-10-90	Courtney smiled with pride at her endeavors.
12-17-90	The preschool environment was video taped today. Courtney did not appear to withhold interacting with the environment as a result.
01-09-91	(No Notes)

Directions: Record the behaviors noted in the fifteen minute observation time according to the directions given on the attached page.

1.Courtney was shy and reticent and, yet, appeared as though she wanted to participate.

2.This was the first day of implementation. Courtney's facial responses indicated interest.

3.So much growth in confidence and initiative since observation #2.

4.Courtney needed encouragement to participate. She chose not to actively join in at this time.

5.Great growth in verbalization noted.

6.This was noted in art. Courtney made several blotto paint designs.

7.Courtney came to the art center with teacher encouragement.

8.Courtney observed intently the celery root experiment and "Rainbow in a Jar".

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CLASSROOM OBSERVATIONS

OBSERVATION DATA

Courtney (alternate)
name of person observed

11/5/90
date

Free Play
activity/curriculum

Very shy, reticent, withdrawn.
pupil behavior

No
investment in activity

Yes, to the extent that Courtney followed another child around the room.
peer involvement

time duration in activity

appropriate behavior

Only from the standpoint of being withdrawn.
inappropriate behavior list type of behavior

Yes, Courtney needed encouragement to play with the materials. She played with a few materials for a short time.
teacher direction needed or required

No
initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

This was the observation made in the preschool environment before it was redesigned according to the practicum proposal.
other pertinent observations relating to student

Additional Notes:

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Courtney (alternate)
name of person observed

11/12/90
date

Interest Centers
activity/curriculum

Reticent, withdrawn, non-verbal.
pupil behavior

investment in activity

A little only through parallel observation.
peer involvement

2 minutes
time duration in activity

She was well behaved.
appropriate behavior

From the standpoint of not physically engaging in the environment, Courtney's behavior was inappropriate.
inappropriate behavior list type of behavior

Required
teacher direction needed or required

No
initiative

Passive observation was employed
list other activities pursued

None
occasions of acting out

under what circumstances?

A small indication of this was observed.
is preoccupied/daydreaming

Courtney seemed to mentally respond to the environment. It is felt that once she becomes acclimated, she will be a valuable contributor to the group.
other pertinent observations relating to student

Additional Notes:

CLASSROOM OBSERVATIONS

OBSERVATION DATA

Courtney
name of person observed

12/10/90
date

Opening Interest Areas
activity/curriculum

Quiet, responsive.
pupil behavior

Yes
investment in activity

Yes
peer involvement

time duration in activity

appropriate behavior

inappropriate behavior list type of behavior

teacher direction needed or required

initiative

list other activities pursued

occasions of acting out

under what circumstances?

is preoccupied/daydreaming

Courtney seemed to be fully acclimated to the new environment. She approached the writer and briefly conversed with her.
other pertinent observations relating to student

Additional Notes:

Appendix

CENTER PROGRAM EVALUATION

Name of Program:____

1. Did your child enjoy the program? Why or why not?________

2. Did the hours of the program meet your specific needs?____

3. Did you feel the program met the needs of your child? If not, why?____

4. What kinds of activities did you like?____________________

5. Are there any activities that you would like to see changed?____

6. What would you like to see offered in the program, Play in the Park?____

Please rate the following in accordance with the scales below

1 POOR:2 BELOW AVERAGE:3 AVERAGE:4 ABOVE AVERAGE:5 EXCELLENT

QUALITY OF YOUR SESSION?	1 2 3 4 5
OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 5
OVERALL QUALITY OF MATERIALS?	1 2 3 4 5

Comments:____

____

Please return to:

OPTIONAL: NAME____

ADDRESS____

PHONE____

APPENDIX J

PRESCHOOL PARENT MEETINGS

Meeting with Preschool Parents

ADULT INTERVIEW FORM 10/29/90

Person(s) included: Parents of "Play in the Park" preschool program

Discussion Highlights:

- Distribution of parent questionnaires to obtain their evaluation of the preschool program prior to the writers implementation.
- The distribution of these forms occurred two weeks prior to implementation instead of one week prior to implementation as indicated on the writer's practicum calendar. The recreation center wanted the distribution at this time. In addition, the center wanted to have the parents take the forms home instead of completing them at the recreation center site. This was also a departure from the writers calendar plan indicated in her proposal.

Other pertinent information or concerns: The parents were urged to return the forms as soon as they could. The writer distributed the forms individually to each parent and stated this request.

Date for next meeting: ______

Meeting with Preschool Parents

ADULT INTERVIEW FORM 12/10/90

Person(s) included: Parents of "Play in the Park" preschool program

Discussion Highlights:

Informal meeting of the writer with each parent with a child enrolled in "Play in the Park".

- The writer distributed questionnaire forms to each parent for each parent's evaluation of the implemented practicum preschool environment and to gain feedback regarding how the parents felt there child responded to the new environment.
- The writer, in keeping with the recreation center policy, allowed the parents to take the questionnaires home to record their responses.
- The writer asked each parent to return the forms to the writer as soon as it would be feasible to do so.

Other pertinent information or concerns: This is practicum calendar week 6; it was scheduled to be done during practicum calendar week 7 in the proposal. The revised date for issuing the questionnaires was in keeping with the requests of the recreation center supervisor.

Date for next meeting: ____________________

APPENDIX K

POSTIMPLEMENTATION PARENT QUESTIONNAIRES

FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: Play in the Park.

1.DID YOUR CHILD ENJOY THE PROGRAM?
WHY OR WHY NOT?

Yes very much. Primarily he enjoys socializing with his peers and he is also proud to bring home art projects.

2.DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

Yes

3.DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

Yes - I was interested in socialization.

4.WHAT KINDS OF ACTIVITIES DID YOU LIKE?

the readiness activities and art activities.

5.ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

No

6.WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

Pre-K readiness skills - Integrated activities

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW
##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 [✓ 4] 5
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 [✓ 4] 5
**OVERALL QUALITY OF MATERIALS?	1 2 3 [✓ 4] 5

** ANY COMMENTS? I am very pleased with play in the park.

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**ADDRESS
**PHONE =

THANK YOU** FOUR FREEDOMS STAFF

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: Play In The Park.

1.DID YOUR CHILD ENJOY THE PROGRAM?
WHY OR WHY NOT?

Yes-playing with children his own age
He's been here before so he's comfortable
Makes things to show at home

2.DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

At this time yes

3.DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

4.WHAT KINDS OF ACTIVITIES DID YOU LIKE?

Mixture of playing and learning

5.ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

6.WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW
##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION? 1 2 3 [✓ 4] 5
**OVERALL QUALITY OF INSTRUCTOR? 1 2 [✓ 3] 4 5
**OVERALL QUALITY OF MATERIALS? 1 2 3 [✓ 4] 5
** ANY COMMENTS?

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THANK YOU* FOUR FREEDOMS STAFF

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: Play In The Park

1. DID YOUR CHILD ENJOY THE PROGRAM? WHY OR WHY NOT?
We just moved to Cape Coral and it gave my child a chance to meet and make friends

2. DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?
yes

3. DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?
yes

4. WHAT KINDS OF ACTIVITIES DID YOU LIKE?

5. ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

6. WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW

##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION? 1 2 [✓ 3] 4 5
**OVERALL QUALITY OF INSTRUCTOR? 1 2 [✓ 3] 4 5
**OVERALL QUALITY OF MATERIALS? 1 2 [✓ 3] 4 5
** ANY COMMENTS? Should assign [illegible] and snack instead of the volunteer system, it doesn't work

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OPTIONAL NAME Caryn Agostino
**ADDRESS 1302 SE 18th St Cape Coral Fla
**PHONE = 458-4862

THANK YOU* FOUR FREEDOMS STAFF*

Also once you are in the school you should have first choice in getting in once the session is over, How are the children supposed to make [illegible] every six weeks all new children are in the class as in what happeaed this past session.

FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: "Play In the Park" = Tues. + Thurs.

1. DID YOUR CHILD ENJOY THE PROGRAM? WHY OR WHY NOT?

Yes he enjoyed being able to play with other children his own age.

2. DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

Yes.

3. DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

Yes.

4. WHAT KINDS OF ACTIVITIES DID YOU LIKE?

I liked the idea of him being creative and at the same time learning things.

5. ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

No.

6. WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

None.

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW

##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 [✓ 4] 5
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 [✓ 4] [✓ 5]
**OVERALL QUALITY OF MATERIALS?	1 2 3 [✓ 4] 5

** ANY COMMENTS? Since there seem to be alot of Children in the Group that will attend Kindergarten in 1991

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OPTIONAL NAME Elizabeth Ann Benwell
**ADDRESS 1438 S.E. 118th Ter. Cape Coral, Fla. 33990
**PHONE = 813-458-5280

THANK YOU *FOUR FREEDOMS STAFF*

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I feel there should be additional classes added.

Either Tuesday & Thursday classes be continued or have Monday & Wednesday afternoon classes.

FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM:

1. DID YOUR CHILD ENJOY THE PROGRAM? WHY OR WHY NOT?

yes, because of playing with other children + making friends

2. DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

yes

3. DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

yes, he seemed to really learn from it. by sharing + not fighting

4. WHAT KINDS OF ACTIVITIES DID YOU LIKE?

learning alphabets + anything that teaches him to listen + be still

5. ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

no

6. WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

nothing really

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW

##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 [✓ 4] 5
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF MATERIALS?	1 2 3 [✓ 4] 5

** ANY COMMENTS? I would love it if it was easier to register, without finding out they are booked for the next clas

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OPTIONAL NAME Doreen Donnelly
**ADDRESS 516 SE. 17th St
**PHONE # 453-5660

THANK YOU*, FOUR FREEDOMS STAFF*

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM:

1.DID YOUR CHILD ENJOY THE PROGRAM?
WHY OR WHY NOT?
She enjoys socializing with her friends and doing the crafts.

2.DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?
Yes- I love 9 to 1pm - it gives just the right amount of time to go to Ft. Myers + back so much better than 9-12

3.DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?
yes

4.WHAT KINDS OF ACTIVITIES DID YOU LIKE?
Crafts, games, songs, learning #'s + letters

5.ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

6.WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?
Before + after care - ie - 15-20 min - I like to go to Aerobics at 9:00 + cant because her school starts @ 9:15

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW
##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF MATERIALS?	1 2 3 [✓ 4] 5

** ANY COMMENTS?

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OPTIONAL NAME Linda Howard
**ADDRESS 826 Monticello Ct.
**PHONE # 542 - 9169

THANK YOU* FOUR FREEDOMS STAFF*

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM:

1. DID YOUR CHILD ENJOY THE PROGRAM? WHY OR WHY NOT?

She enjoys socializing with her friends and doing the crafts.

2. DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

Yes- I love 9 to 1pm - it gives just the right amount of time to go to Ft. Myers + back so much better than 9-12

3. DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

yes

4. WHAT KINDS OF ACTIVITIES DID YOU LIKE?

Crafts, games, songs, learning #'s + letters

5. ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

6. WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

Before + after care - ie - 15-20 min - I like to go to Aerobics at 9:00 - cant because her School starts @ 9:15

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW
##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF MATERIALS?	1 2 3 [✓ 4] 5

** ANY COMMENTS?

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OPTIONAL NAME: Linda Howard
**ADDRESS: 826 Monticello Ct.
**PHONE #: 542-9169

THANK YOU* FOUR FREEDOMS STAFF*

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: Play in the Park...

1.DID YOUR CHILD ENJOY THE PROGRAM? Yes
WHY OR WHY NOT?
Program material and crafts etc. seem to be meeting his needs very well right now.
Also enjoys the socialization - He's made many close Friends.

2.DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?
Yes (Starting time at 9:00 would be OK too!)

3.DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?
Yes. I specifically enjoy this program because they learn the basics for Kindergarten but are not pushed academically to learn beyond their needs.

4.WHAT KINDS OF ACTIVITIES DID YOU LIKE?
Speakers - learning about Fire, Safety + the community. Also special holiday events like Halloween + Christmas help them understand those occasions a little better.

5.ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?
According to the Feedback I've received From my son, there has been no complaints. Since the parents do not view the class its hard to make any comments on changing things.

6.WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?
More music - maybe a regular song/instrument time.
I think on the whole the program as it stands is excellent and we are fortunate in Cape Coral to have such an opportunity!

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW
##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF INSTRUCTOR?	1 2 3 4 [✓ 5]
**OVERALL QUALITY OF MATERIALS?	1 2 3 4 [✓ 5]

** ANY COMMENTS? I think children who have been participating in the program should have 1st chance to sign up for the next session, instead of havin some regular students wai out a 6 week session. It hard on the children whe they are used to atten and th don't g even d Mail- i time. Some parents need a week or two. to get their money together.

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FOUR FREEDOMS PARK PROGRAM EVALUATION

NAME OF PROGRAM: Play In The Park

1.DID YOUR CHILD ENJOY THE PROGRAM? WHY OR WHY NOT?

Yes because he loves the park

2.DID THE HOURS OF THE PROGRAM MEET YOUR SPECIFIC NEEDS?

Would like 5 days
not sure he would

3.DID YOU FEEL THE PROGRAM MET THE NEEDS OF YOUR CHILD? IF NOT WHY?

Yes

4.WHAT KINDS OF ACTIVITIES DID YOU LIKE?

Numbers Crafts

5.ARE THERE ANY ACTIVITIES THAT YOU WOULD LIKE TO SEE CHANGED?

More singing & indoor games
London Bridge & -Ring a round the rosies etc

6.WHAT WOULD YOU LIKE TO SEE OFFERRED IN THE PROGRAM "PLAY IN THE PARK"?

Music Books
Dance
Organized Games in tent
Ride on toys

PLEASE RATE THE FOLLOWING IN ACCORDANCE WITH THE SCALES BELOW

##1=POOR ##2=BELOW AVERAGE ##3=AVERAGE ##4=ABOVE AVERAGE ##5=EXCELLENT

**QUALITY OF YOUR SESSION? 1 2 [✓ 3] 4 5
**OVERALL QUALITY OF INSTRUCTOR? 1 2 [✓ 3] 4 5
**OVERALL QUALITY OF MATERIALS? 1 2 [✓ 3] 4 5
** ANY COMMENTS? Need wood chips
Hate that dirty sand

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OPTIONAL NAME Janet Pittman
**ADDRESS 124 NE 10th Ave
**PHONE = 574-3026

THANK YOU: FOUR FREEDOMS STAFF

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APPENDIX L

ADMINISTRATIVE STAFF INTERVIEWS

Superintendent of Recreation Implementation Summary

ADULT INTERVIEW FORM

10/10/90
Date prior to implementation

Person(s) included: Program Director

Discussion Highlights:

- The writer received approval of her practicum proposal on 10/9/90. The writer met with the Program Director to setup a meeting date with the teaching staff in order to review implementation plans. The meeting was set for 8:15 a.m. on 10/12/90.

- The Program Director asked the writer to conduct in-service teacher training workshops. Some of the areas she would like developed by the teaching staff are:

  Teacher incentive

  Commitment to the program and teaching creativity.

  Curriculum ideas

  Interaction with children

- The Program Director wants to strengthen the preschool program, minimize teacher absenteeism and turnover, and enhance teacher experiential background.

Other pertinent information or concerns: One of the two main teachers has two years of college education, the other one has no college. One teacher has a college degree but is leaving. The other aide and the newly hired music aide are high school graduates. The Program Director is a high school graduate and moved into her position because she had a child development course in the 11th grade.

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 10/12/90

Person(s) included: Recreation Center Program Director and Staff

Discussion Highlights:

- Program Director introduced the writer to the teaching staff and mentioned that the writer will be an adjunct educational consultant in addition to conducting her practicum project of redesigning the preschool environment for the recreation center facility.
- The writer had met the staff prior to this meeting when she was preparing the proposal and had discussed the redesigned environment with them. Since that time, there has been some staff turnover. Two of the aides are new to the facility.
- The Program Director mentioned that she will conduct a staff meeting prior to each new six week "Play in the Park" preschool session.
- The Program Director assumed that the writer will be conducting staff training sessions with the teaching staff. Two workshop dates were announced: 11/5/90 and 11/12/90 form 1:15 p.m. - 2:30 p.m.

Other pertinent information or concerns: The two main teachers were concerned about their classroom modules being utilized as interest areas during the interest center time. Therefore, the writer compiled their new needs and setup a meeting for 10/15/80 with the teachers and Program Director to discuss the revised environment (8:15 a.m.).

Date for next meeting: ____________________

Meeting with Recreation Administration

ADULT INTERVIEW FORM 10/15/90

Person(s) included: Recreation Center Program Director and Staff

Discussion Highlights:

* Presentation of the revised preschool environmental design to the Program Director. Subsequently, the new design was presented to the teaching staff.

* The following environmental changes for the location of interest areas includes:

Moving the block area across the room and locating it adjacent to the mirror and storage space.

Consolidating the storage space to gain additional space for the block area.

Moving the sociodramatic play and housekeeping areas across the room.

The sociodramatic play area will be placed next to the block area.

The housekeeping area will be placed between the sociodramatic play and Language Arts.

The art and music areas will be combined into one area and will be located in the art area that was drawn in the original design.

The piano can not be moved by the maintenance staff. Castors have been ordered.

* The preschool environment will require daily set up and removal of interest areas.

* The times for setting up the environment will need to be arranged on a daily basis dependent upon the day's schedule of other recreational programs utilizing the environment.

- The writer confirmed to the two main teachers that she would oversee the arrangement and removal of interest area materials form there individual classroom units.

Other pertinent information or concerns: The teaching staff approved the revisions. The writer will be responsible for setting up and removing the interest areas and will be a model for the teachers' education for arranging interest areas.

Date for next meeting: ______________________________

Meeting with Recreation Administration

ADULT INTERVIEW FORM 11/05/90

Person(s) included: Recreation Center Program Director and Staff

Discussion Highlights:

Practicum Calendar Week 1:
The week prior to implementation

Teacher In-service workshop #1; 1:15-2:30 p.m.

Overview of Topics:

- Whole child/epics development; learning modalities, brain growth; and developmentally appropriate pre-kindergarten curriculum.
- A film strip was shown on learning modalities and how to reach each childs' modality in order to enhance individual optimum learning for each child.
- The design and rationale of interest areas was presented.
- Display of big books and definition of whole language development were presented.
- Culmination included a question time.

Other pertinent information or concern: The writer noted interest from the staff members on the topics presented. it was felt that the teaching staff left the workshop with new ideas and thoughts to consider. One teacher was absent another left early.

Date for next meeting: ______

Meeting with Recreation Administration

ADULT INTERVIEW FORM 11/07/90

Person(s) included: Recreation Center Program Director and Staff

Discussion Highlights:

Agenda:

Preparation for the next six-week session of the "Play in the Park" preschool program.

* Formal introduction of the writer as an adjunct consultant to the facility who would be implementing her practicum project of redesigning the preschool environment on 11/12/90.

The writer will continue the staff development workshop sessions, the next one is 11/12/90 at 1:15 p.m. (The teaching staff has met the writer on previous occasions.)

* The Program Director announced that the writer will meet for the practicum implementation. The writer will meet tomorrow (11/8/90) with the three year old class to prepare them for the practicum implementation.

The writer will meet with the "Mom's morning out" program on 11/9/90 to prepare them for the practicum implementation.

Other pertinent information or concerns:

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 11/08/90

Person(s) included: Recreation Center Program Director and Center Supervisor

Discussion Highlights:

* To acertain that the writer will begin setting up the preschool physical environment this evening in preparation for implementation which will begin on 11/12/90.

* To reiterate that the writer will work around other programs using the facility when she is setting up or removing equipment.

* The writer has discussed the environment with instructors of other programs sharing the facility. They include: Aerobics, Tae-Kwon-Do; Flower Arranging; and Mom and Tot Together.

* The writer asked if there were additional questions regarding the practicum.

* The writer was informed that a community flea market will be held in the facility on Saturday, 11/17/90.

Other pertinent information or concerns: The writer's "Parenting the Whole Child" workshop series began tonight. Many of the parents have children enrolled in the "Play in the Park" program.

Date for next meeting: ____________________

Meeting with Recreation Administration and Teaching Staff

ADULT INTERVIEW FORM 11/12/90

Person(s) included: Recreation Center Program Director and Teaching Staff

Discussion Highlights:

Practicum Calendar Week 2:
The First week of implementation

Teacher In-service workshop #2

Overview of Topics:

- Video tape by Constance Kamii - "How Children Think".
- Discussion of the contents of the video. It shows how children learn concepts through their own construction of knowledge via concrete experiences.
- Today was the first day of the implementation of the practicum and the children's interaction with the new environment. The writer wanted to obtain the input of those present regarding the first day.
- Projected additional plans for the interest areas were discussed.

Other pertinent information or concerns: One teacher was absent. The teaching staff expressed much interest in the video tape and its contents. The Program Director reminded the staff that the community flea market would be held on 11/19/90 in the center facility and that all equipment needs to put away and locked in the storage room.

Date for next meeting: ____________________

Meeting with Recreation Administration

ADULT INTERVIEW FORM 11/19/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

Practicum Calendar Week 3:
The Second week of implementation

Overview of Topics:

- The center Supervisor and Program Director have been concerned about the behavior of one of boys in "Play in the Park" who has been in the program from the middle of the last session. His mother was recently hired as a teacher's aide. The child has not conformed to the standards of the center regarding behavior and demands a lot of attention from his mother when she is trying to teach music. The administrators asked for my input. Among the suggestions was for the writer to work one-on-one with the child in behavior management.
- The writer needed to discuss some of the aspects of the child development with the Supervisor and Director.

Other pertinent information or concerns: The teacher's assistant (aide)(mother of the child discussed) approached the writer following the meeting and asked the writer to work with her son in adjusting to the routine.

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 11/26/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

Practicum Calendar Week 4:
The Third week of implementation

Overview of Topics:

- To discuss implementation progress.
- To discuss the adjustment/progress of the boy with whom the director asked the writer's assistance.
- To discuss concerns about teaching staff interaction within the environment.

Other pertinent information or concerns: The writer is working toward having the teaching staff remain in the interest areas to interact with the children when the children are in the areas. The two main teachers have a tendency to utilize interest center time for preparatory work. The music aide brought her ill school-age son to the program today.

Date for next meeting: ______________________

Meeting with Recreation Administration

ADULT INTERVIEW FORM 12/05/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

Practicum Calendar Week 5:
The Fourth week of implementation

Overview of Topics:

- The Program Director and writer met to make final preparations for the writer's practicum implementation.
- The Superintendent of Recreation will observe the four-year-old group in the practicum environment today.

Other pertinent information or concerns: A meeting was arranged for 12/1/90 with the Superintendent of Recreation to discuss dissemination of the practicum preschool environmental design to the community and to the state. The writer, Program Director, and Recreation Center Supervisor will meet with the Superintendent of Recreation at this time.

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 12/10/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

- The Program Director asked the writer to substitute for the head teacher and the music aide for the entire week in addition to the writers other responsibilities.
- The Center Supervisor, Program Director and writer will meet tomorrow (12/11/90) at 9:30 a.m. with the Superintendent of Recreation in her office.
- Tonight the preschool will perform in the city's tree lighting ceremony.

Other pertinent information or concerns:

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 12/17/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

- The Program Director and writer devoted the morning to video taping the implemented preschool environmental design as outlined in the writer's proposal and revised according to additional teacher input accrued in this report.
- The children interacted in the preschool environment in their usual manner during the video taping.

Other pertinent information or concerns: The Program Director, Center Supervisor, and writer will review the video tape. The writer will consult with a video editing specialist. Because of the increased demand from parents for preschool enrollment, an afternoon preschool class will be started on 2/20/91.

Date for next meeting:

Meeting with Recreation Administration

ADULT INTERVIEW FORM 1/09/90

Person(s) included: Recreation Center Program Director

Discussion Highlights:

- This was the first preschool week following the culmination of the writer's practicum implementation.
- The teaching staff had made little effort in maintaining the writer's implemented interest area environment.
- The "shell" of the interest areas was apparent.
- There were no library books, the sociodramatic play area was gone, a few manipulative materials were out, and there were no science and sensory activities available.
- The art area contained the play-doh. However, it was now all brown, the children had experimented without guidance according to the program director.
- Music and records were not in use.
- The 72 cardboard blocks ordered by the writer and assembled by the writer were in the block corner.

Other pertinent information or concerns: One of the teaching aides had left and the music aide has been absent a lot and has said that she may quit. The head teacher still needs to maintain frequent absences because of a very sick child.

APPENDIX M

RECREATION CENTER TEACHING STAFF INTERVIEWS

Recreation Center Teaching Staff Implementation Summary

ADULT INTERVIEW FORM 10/12/90

Person(s) included: Recreation Center Teaching Staff
(This followed writer notification of practicum acceptance).

Discussion Highlights:

Agenda:

* To present the environmental design again to the teaching staff and gain their input. The teaching staff had been apprised about the environmental design throughout the development of the practicum proposal. However, there has been some turnover of staff this time. (See additional explanation following this list).

* To discuss the inservice workshop the writer will conduct with the teaching staff on 11/5/90. A form was left for the teaching staff to record items they would like included in the workshop.

The reader should note that the proposed preschool environment was compiled based on the needs of the teaching staff and administrators shared with the writer during the proposal design phases. The teaching staff approved the design at the time of proposal submission. However, today they discussed changes. Two staff members have left and two new ones have been hired since that time. The teachers wanted their module units to remain intact. The writer had planned to utilize the classroom modules as interest centers during interest center time and have them double as classrooms during other times of the day. This did not seem to be understood by the teachers. Therefore, the viable alternatives included:

Using both classroom areas for manipulatives.

Moving the block area across the room adjacent to the mirror and storage area.

Keeping the science area in its present design.

Moving the socio-dramatic play area across the room and placing it between the blocks and sociodramatic play.

Moving housekeeping across the room, placing it between sociodramatic play and Language Arts.

Combining the Language Arts and Music areas. (Maintenance would not move the piano.)

* One teacher noted that she will lose a chalkboard divider when the new environment is designed. The writer will try to obtain one for her.

Other pertinent information or concerns:______________________

Date for next meeting:10/15/90-Follow-up meeting to restate environmental adjustment and confirm teacher/staff acceptance of them.

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 10/15/90

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Follow up meeting with teachers and teaching assistants (aides); held on 10/12/90.

Agenda:

To confirm the adjustments of the practicum proposal design to include:

* Teacher modules remain as classrooms; manipulative play materials will be placed in the two teacher modules during interest area time.

* The science area will be located between the two teacher modules.

* The movement of the blocks, sociodramatic play, and housekeeping areas across the room, and the placement of them along the periphery of the room will occur.

* Blocks will be located adjacent to the mirror and storage area.

* Sociodramatic play will be located between blocks and housekeeping.

* The music area will be combined with the Language Arts area.

Other pertinent information or concerns: The revised design was accepted. Skepticism by the teachers was noted. They stated that each day the classroom equipment needs to be set out and taken down at the end of class because other programs share the facility. Therefore, the staff stated that their way of dealing with this was to include minimal materials by wheeling out a cart of toys each day which made up "free play" and wheel it back to the storage area upon completion.

Date for next meeting: ____________________

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **11/05/90**

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 1:
The week prior to implementation

Teacher In-service workshop #1.

Overview of Topics:

* Whole child/epics development; learning modalities, brain growth; and developmentally appropriate pre-kindergarten curriculum.

* Discussion of questions regarding the new environment.

* Explanation by the writer that she will observe the four-year-old group this week and randomly select five children and one alternate child to observe, follow and record their responses to and integration with the new environment throughout the implementation period.

* The writer will conduct an informal circle discussion with the four-year-old class on 11/07/90 to prepare them for the implementation of the new environment.

* The writer will conduct an informal circle discussion with the three-year-old class on 11/08/90 to prepare them for the implementation of the new environment.

* The writer will begin setting up the new environment on the evening of 11/08/90 and will adjust the times around the other recreational programs.

Other pertinent information or concerns: Preparation for implementation of the writer's practicum project "Redesigning the Indoor Preschool Environment to Enhance and Promote Active Learning for Preschool Children". One of the teachers was absent and another teacher left early the second teacher training workshop will be a week from today - 11/12/90. The staff was encouraged to identify items they would like presented at the next workshop.

Date for next meeting: ____________________

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 11/06/90

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Meeting with the two instructors, two aides, and one supplemental aide.

Agenda:

- Discussion of convenient times for the writer to set up the environment.
- Questions, concerns, or equipment needs of the teaching staff that relate to the new environment.

Other pertinent information or concerns: The writer noted while observing the classes in this pre-implementation week that the two instructors did not join the children during free play. They went to peripheral areas to prepare art lessons and copy "work sheets" for the day. The two aides and one supplemental aide were left with the group.

Date for next meeting:

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 11/07/90

Person(s) included: Recreation Center Teaching Staff - Led by Program Director for instructor and aides.

Discussion Highlights:

Agenda:

- Discussion about the new 6 week session of "Play in the Park" that will begin on 11/12/90.
- Introduction of the writer as an adjunct consultant to the administrative and teaching staff of the recreation department and facility.
- The writer confirmed that she would conduct circle discussions with the four-year-old class today and the three-year-old class tomorrow to prepare them for the redesigned environment in next week's implementation.
- The writer expressed her appreciation to those present for having her join their program during the practicum implementation. The writer stated that she would assist the teaching staff and Program Director with their program needs and share her expertise when needed.

Other pertinent information or concerns: The writer's preschool story hour, a six week series entitled "Mother Goose's Friends", began this afternoon. The program is in conjunction with the writer's adjunct consulting position.

Date for next meeting: ____________________

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 11/09/90

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Agenda:

* To gain input form the teaching staff about additional plans for implementation.

* To determine adjustments that may need to be made.

* To discuss the contents of next week's interest centers; they are:

Science - Magnets, sand and water table/informal measuring.

Manipulatives - Unifix cubes, peg boards, constructo straws, "Chip the Robot", self-help sill boards.

Language Arts - Big books; puppets, library books.

Art - Play-doh, water colors, paint/printing.

Housekeeping - Kitchen appliances, table, dolls and bed.

Sociodramatic Play - Grocery Store, cash register-scanner, shipping cart, grocery items and shelves.

Blocks - Large cardboard blocks.

Music - Rhythm instruments, records, record player and tapes.

Other pertinent information or concerns: The writer met with the "Mom's Morning Out" program and discussed the new environmental changes that will occur the following week when implementation begins. This group of three and four year olds meets every Friday. Many are enrolled in the "Play in the Park" preschool classes.

Date for next meeting:

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 11/19/90

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Agenda:

The writer wanted to find out if there were questions, concerns, or needs regarding the revised preschool environment.

- A reminder was issued to the teaching staff that as a safety precaution, the puppet stage needs to be secured to the wall so that it will not fold or collapse.
- Some of the shy children were beginning to respond to the environment.
- A couple of the boys who had displayed short attention spans in the former environment were beginning to become involved with the new environment.

Other pertinent information or concerns: The office personnel remarked about how quiet the building seemed to be this week and that they were able to get more of their work done and concentrate as a result.

Date for next meeting:

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **11/19/90**

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 3:
The second week of implementation

Overview of Topics:

A meeting with the teaching staff to review the interest center activities for the week that differ from those of last week.

- Science - Lima been seeds to prepare for germination; plants workbench - placed outside of the science area, hammer, nails and wood.
- Art - Apple turkey center pieces, corn cob print painting.
- Language Arts - Different big books, tape recorder and tapes.
- Manipulatives - Giant floor puzzle, color block cubes with patterns.
- Music - bells

Other pertinent information or concerns: The room needed to be completely set up again because there was a flea market in the facility during the weekend. The writer did this yesterday afternoon (Sunday) and early today -- before aerobics (8:00 a.m.) which precedes preschool.

Date for next meeting: ______

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **11/26/90**

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 4:
The third week of implementation

Overview of Topics:

A meeting with the teachers. In order to encourage the teaching staff to stay in the interest areas/centers and interact with the children, the writer asked each teacher and aide to help the children on a specific center. The writer worked mainly in sociodramatic play but circulated to the other centers too.

* Changes in the interest center for the week included:

Art - paper chains, liquid starch/yarn designs, tissue liquid glue paintings.

Science - Bubble blowing with straws, food coloring, air taking space, balancing scale.

Gross Motor - Walkingboard, hopscotch.

Language Arts - New library books.

Manipulatives - Scale model of a barnyard, barn, silo, fence and animals.

Other pertinent information or concerns: The writer assisted with additional classroom responsibilities. Two of the teachers were absent.

Date for next meeting: ____________________

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **12/03/90**

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 5:
The fourth week of implementation

Overview of Topics:

* How preschool environment is progressing.

* Discussion of changes in interest ares for the week:

Sociodramatic Play - Fast food restaurant-containers, cups, napkins accessories, condiments, and placemats were donated by a fast food restaurant in the community.

Manipulatives - Cuisenaire rods, sewing cards, shape patterns.

Language Arts - New big books, new puppets.

Art - Finger painting, cray pas, macaroni cup ornaments.

Science - Magnets and miscellaneous objects to place on balancing scale.

Music - Seasonal songs in preparation for a recreation department sponsored festivity for the city.

* The writer asked the teaching staff to select an interest area in which each would like to work this week.

* To inform the teaching staff that the Superintendent of Recreation will observe the new preschool environment on 12/05/90.

Other pertinent information or concerns: The writer substituted on two occasions for absent teachers or assistants in addition to her other tasks. This happened spontaneously because the absent staff member called the facility just moments before the preschool was to begin.

Date for next meeting:

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **12/10/90**

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 6:
The fifth week of implementation

Overview of Topics:

- Discussion of additions to this week's interest areas:

  Art - Pipe cleaners, bells, glitter and paint - holiday ornaments.

  Manipulatives - Seed sorting, shape puzzles.

  Gross Motor - Tunnel; stepping stones.

  Music - Rhythm sticks, bells.

  Sand & Water - Measuring cups and spoons.

- Discussion about the favorable visit made by the Superintendent of Recreation.

- Tonight, the preschool will be singing at a recreation department holiday festival. The children will have an extra song practice today. (The writer will lead the practice because the aide who does this is absent.)

Other pertinent information or concerns: The writer substituted all week for the aide in charge of music and for the head teacher. At the request of the Superintendent of Recreation, the preschool environment will be video taped on 12/17/90 while the preschool is in session. The writer will prepare the children for the video taping on 12/12/90.

Date for next meeting:

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM 12/17/90

Person(s) included: Recreation Center Teaching Staff

Discussion Highlights:

Practicum Calendar Week 7:
The sixth week of implementation

Overview of Topics:

- Today the Program Director will video tape the writer, teaching staff, and children during circle time and interest area time.
- New additions to the interest areas include:

  Art - Blotto and marble painting.

  Manipulatives - Sorting game, legos.

  Science - Celery root - food coloring experiment, "Rainbow in a Jar" experiment.

  Sand & Water - Digital printing of numerals, shapes, and letters.
- Questions regarding the video taping.
- Questions regarding the children.

Other pertinent information or concerns: The writer will conduct a short meeting with the teaching staff following implementation to culminate the implementation period. It will be held on 12/18/90. The Program Director will also discuss preschool items with the teaching staff. (Note: This was moved up from the original calendar design which indicated that this would occur on calendar week 8.)

Date for next meeting: ____________________

Meeting with Recreation Center Teaching Staff

ADULT INTERVIEW FORM **12/18/90**

Person(s) included: Recreation Center Teaching Staff and Program Director

Discussion Highlights:

Culmination of implementation:

Overview of Topics:

- Culmination of practicum interest area rationale.
- Review of relationship between whole child/epics development (emotional, physical, intellectual, creative and social) enhancement through an environment prepared for children's sensory, active engagement.
- Discussion of future sociodramatic play topics questions.
- Expression of writer's appreciation and pleasure in working with the recreation center facility staff.
- The writer has been asked to remain as an adjunct to the facility in an hourly-wage position.
- Because of increased parent demand for preschool enrollment, an afternoon preschool class will be started on 2/20/91.

Other pertinent information or concerns:

Date for next meeting:

ADULT INTERVIEW FORM

Date

Person(s) included: ____

Discussion Highlights:

Other pertinent information or concerns: ____________________
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Date for next meeting: ______________________________________

APPENDIX N

SUPERINTENDENT OF RECREATION CONFERENCES

ADULT INTERVIEW FORM

11/06/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

* The writer contacted the Superintendent of Recreation by telephone because her conference schedule was full at this time.
* This was the week before implementation.

Other pertinent information or concerns: This was a telephone conversation informing the Superintendent that the implementation of the writer's practicum project, Redesigning An Indoor Preschool Environment To Enhance And Promote Active Learning For Preschool Children, would begin the next week (9/12/90). The writer expressed her enthusiasm regarding the practicum project and appreciation for being able to work with the recreation department.

The writer informed the Superintendent that she will keep her apprised of the progress and extended an invitation to the Superintendent to visit the preschool during the implementation period.

Date for next meeting:

ADULT INTERVIEW FORM 11/19/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

- This was a telephone call from the writer to the Superintendent informing her that the practicum implementation began as scheduled and was proceeding very well. The writer asked if Kiwanis notification had been received yet.
- The Superintendent was brief and said that the Kiwanis should be in touch soon.

Other pertinent information or concerns: This was week one of the implementation.

Date for next meeting:

ADULT INTERVIEW FORM 11/26/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

- * The writer contacted the Superintendent by telephone to inform her of the progress in the writer's practicum implementation of redesigning the indoor preschool environment. She was informed that the children are responding with great interest and enthusiasm to the interest areas.
- * She was also informed that the parents of the preschoolers had expressed favorable remarks about the new environment and of their children's increased enthusiasm in going to school.

Other pertinent information or concerns: This was week 4 on the practicum calendar; the third week of implementation.

Date for next meeting:

ADULT INTERVIEW FORM 12/05/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

A visit by the Superintendent of Recreation to the preschool environment.

- The Superintendent observed the opening circle and the children as they went to their selected interest areas and interacted within them.
- The Superintendent set up a meeting in her office for the Supervisor, the Program Director and the writer to meet with her to discuss making a video tape and writing a brochure for parents and employees explanning the preschool program.
- The meeting was scheduled for 12/11/90 at 9:30 a.m.

Other pertinent information or concerns: This meeting with the Superintendent was in addition to those outlined in the proposal's practicum calendar. This is practicum calendar week 5; the fourth week of implementation.

Date for next meeting:

ADULT INTERVIEW FORM 12/11/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

Included in the meeting were: The Recreation Center Supervisor, the Program Director, the Center Supervisor, and the writer.

- The Superintendent stated that she wanted a video tape made of the preschool class to publicize the program and to show it to the city council. She asked the writer to plan the video tape and do the narration.
- To further publicize the program, the Superintendent asked the Center Supervisor to compile a parent guide and a teacher manual about the preschool center.
- These items will be needed in a month.

Other pertinent information or concerns: The writer set 12/17/90 for the video taping. The last week of the practicum implementation. Practicum calendar week: the fifth week of implementation.

Date for next meeting:

ADULT INTERVIEW FORM 12/17/90

Person(s) included: Superintendent of Recreation

Discussion Highlights:

- * The writer telephoned the Superintendent of Recreation to remind her that the video taping of the preschool environment was occurring today according to schedule.
- * The writer also informed her that the practicum implementation culminates this week.

Other pertinent information or concerns: The writer will take the video tape for editing. This is practicum calendar week 7; the sixth week of implementation.

Date for next meeting: ______

ADULT INTERVIEW FORM 01/09/91

Person(s) included: Superintendent of Recreation

Discussion Highlights:

- The writer called the Superintendent to inform her that the practicum implementation had gone very well and that the writer was compiling the data.
- The writer set up a conference for 1/16/91 to share the video tape of the preschool environment with the Superintendent of Recreation, the Center Supervisor, and the Program Director.

Other pertinent information or concerns: This was practicum calendar week 8; the week following implementation.

Date for next meeting: ____________________________________

ADULT INTERVIEW FORM 01/16/91

Person(s) included: Superintendent of Recreation

Discussion Highlights:

Meeting with the Superintendent of Recreation, the Center Supervisor, and the Program Director.

Purpose:

- To show the Superintendent the video tape and ask the Center Supervisor and Program Director when the parent guide and employee manual would be completed.

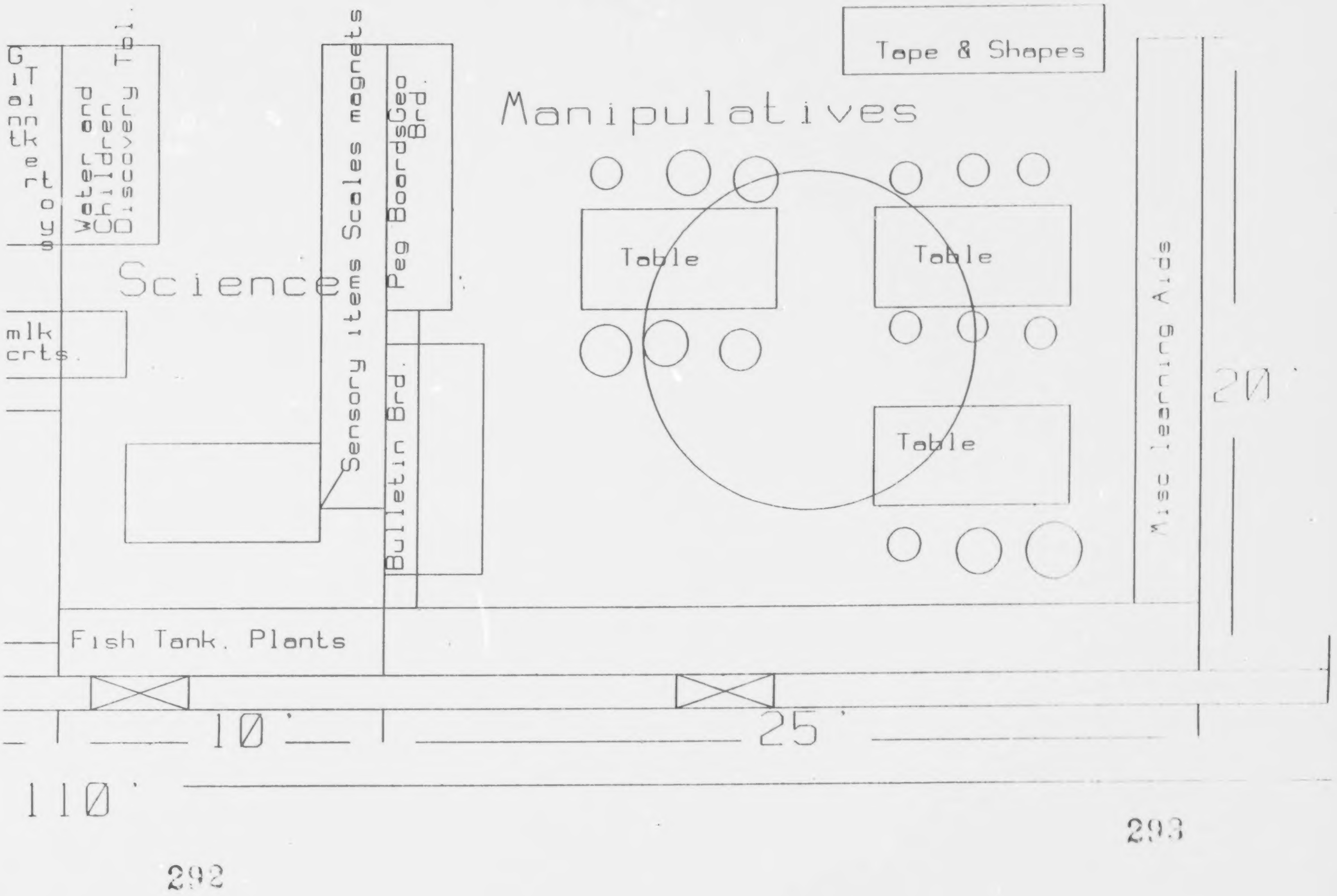
Other pertinent information or concerns: The Superintendent will inform the writer of the date that the city council will view the video tape.

Date for next meeting: ______

APPENDIX O

ENLARGED INTEREST AREAS FOR REDESIGNED PRESCHOOL ENVIRONMENT

REDESIGNED PRESCHOOL ENVIRONMENT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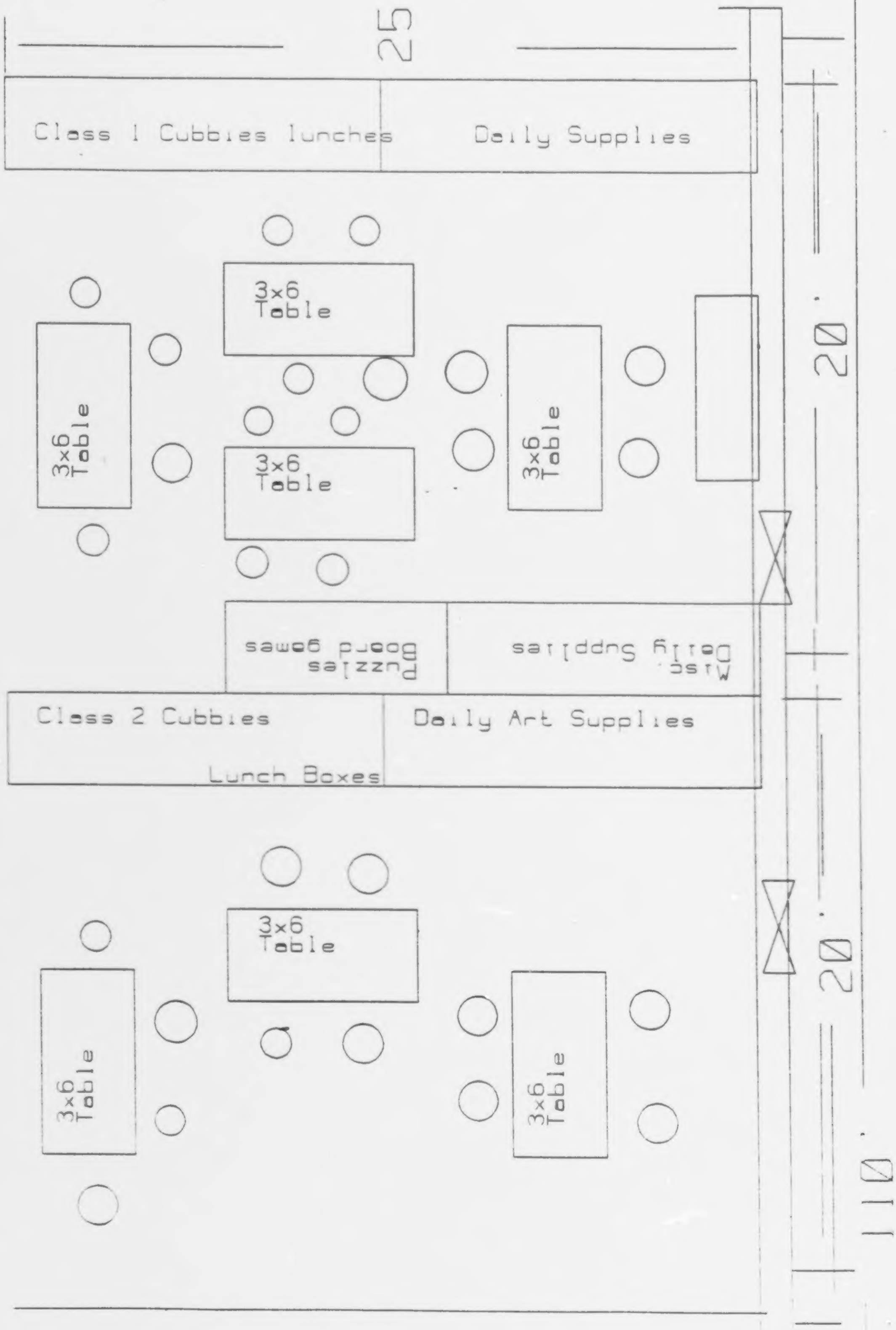
Water and Children Discovery Tbl
Science
mlk crts.
Sensory items Scales magnets
Peg Boards Geo Brd.
Bulletin Brd.
Manipulatives
Tape & Shapes
Table
Table
Table
Misc learning Aids
Fish Tank, Plants
10'
25'
20'
110'
292
293

REDESIGNED PRESCHOOL ENVIRONMENT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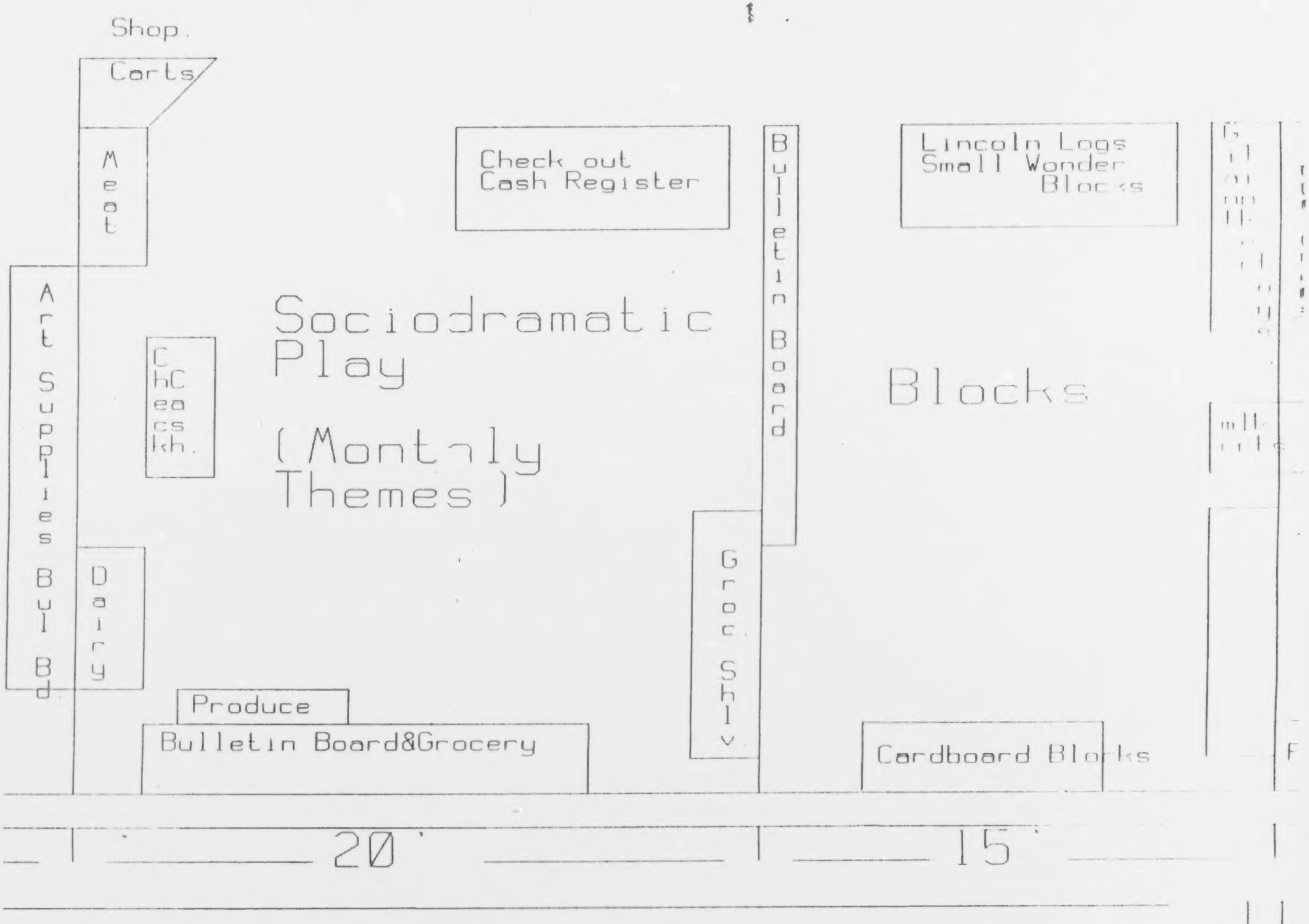
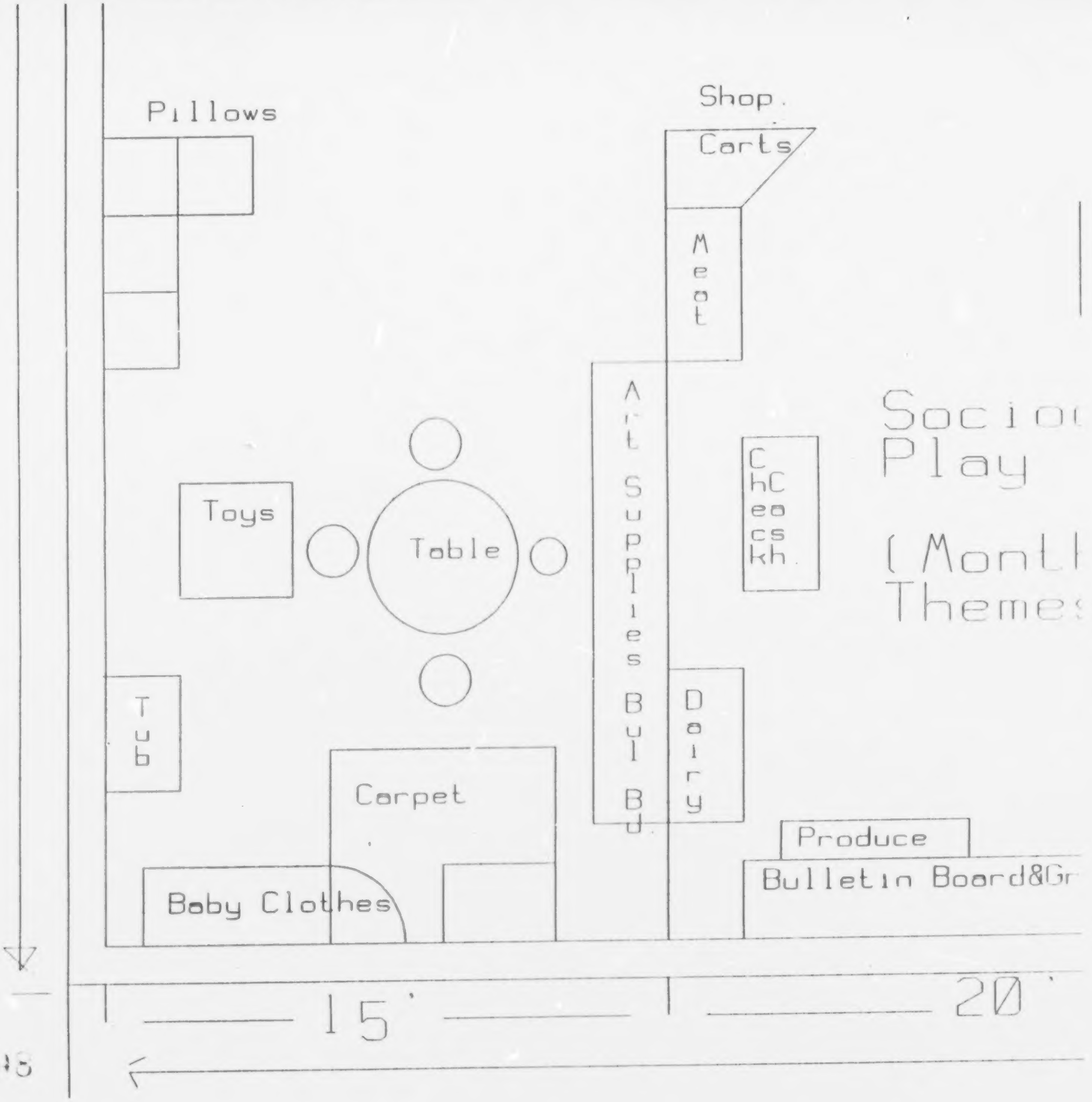
Daily Supplies
3x6 Table
3x6 Table
3x6 Table
3x6 Table
20'
Puzzles Board games
Misc. Daily Supplies
Class 2 Cubbies
Lunch Boxes
Daily Art Supplies
3x6 Table
3x6 Table
3x6 Table
20'
110'

REDESIGNED PRESCHOOL ENVIRONMENT


Shop.
Carts
Meat
Check out
Cash Register
Bulletin Board
Lincoln Logs
Small Wonder
Blocks
Art Supplies Bul Bd
Checks
Cash
Sociodramatic
Play
(Monthly
Themes)
Blocks
Dairy
Groc Shlv
Produce
Bulletin Board&Grocery
Cardboard Blocks
20'
15'

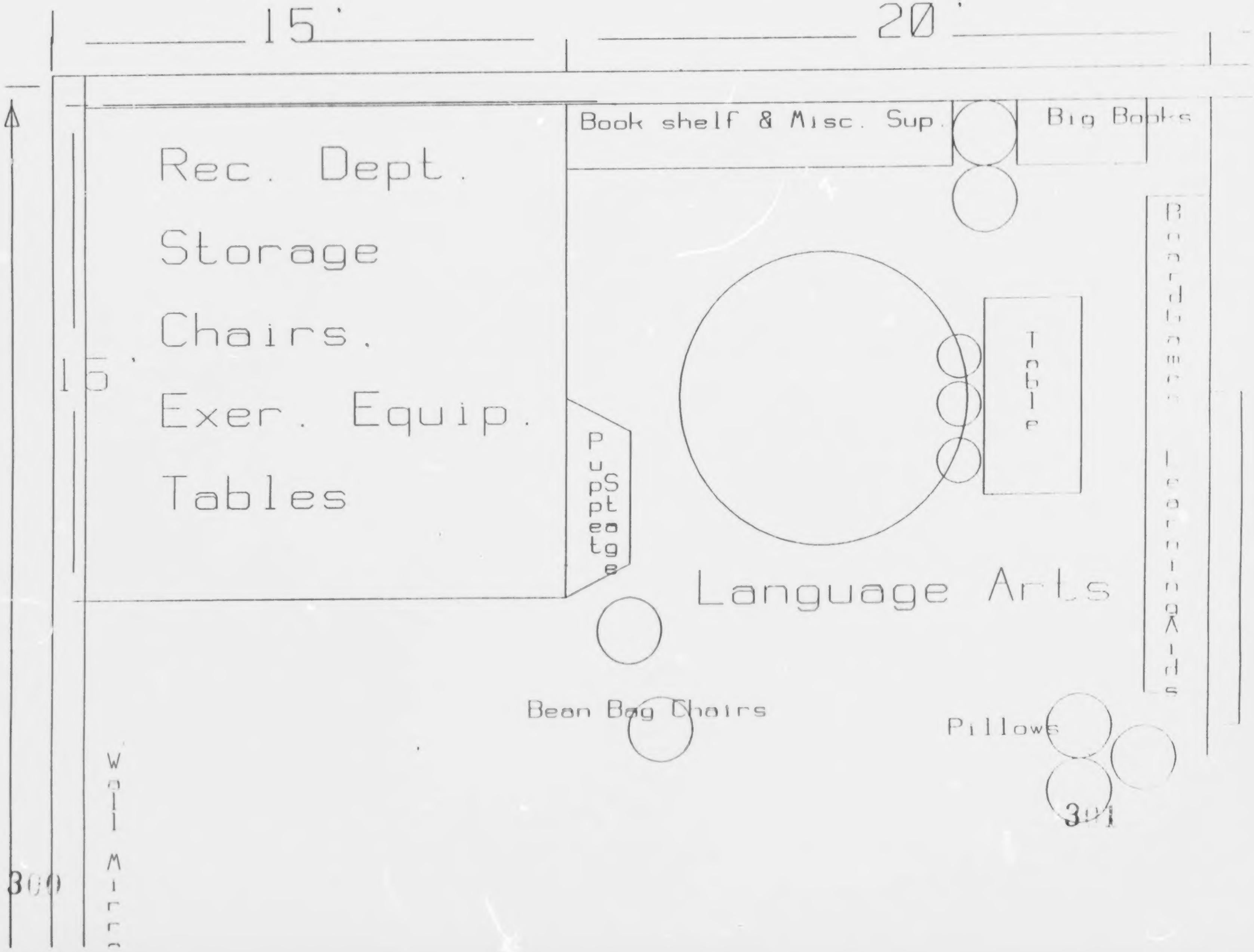
REDESIGNED PRESCHOOL ENVIRONMENT


Pillows
Shop.
Carts
Meat
Art Supplies Bul Bd
Checks Cash
Socio
Play
(Montl
Themes
Toys
Table
Tub
Dairy
Carpet
Produce
Bulletin Board&Gr
Baby Clothes
15'
20'

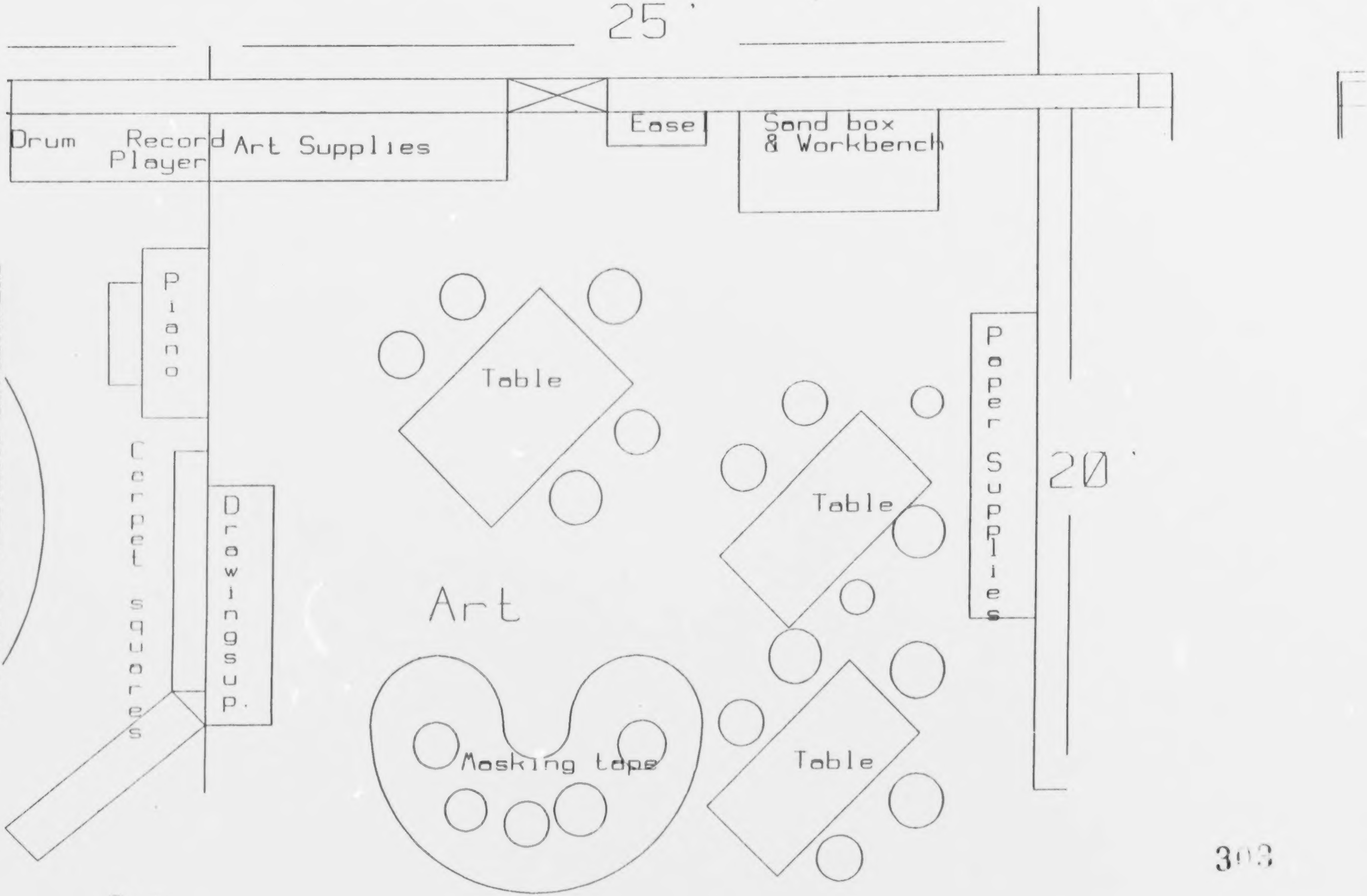
298

299

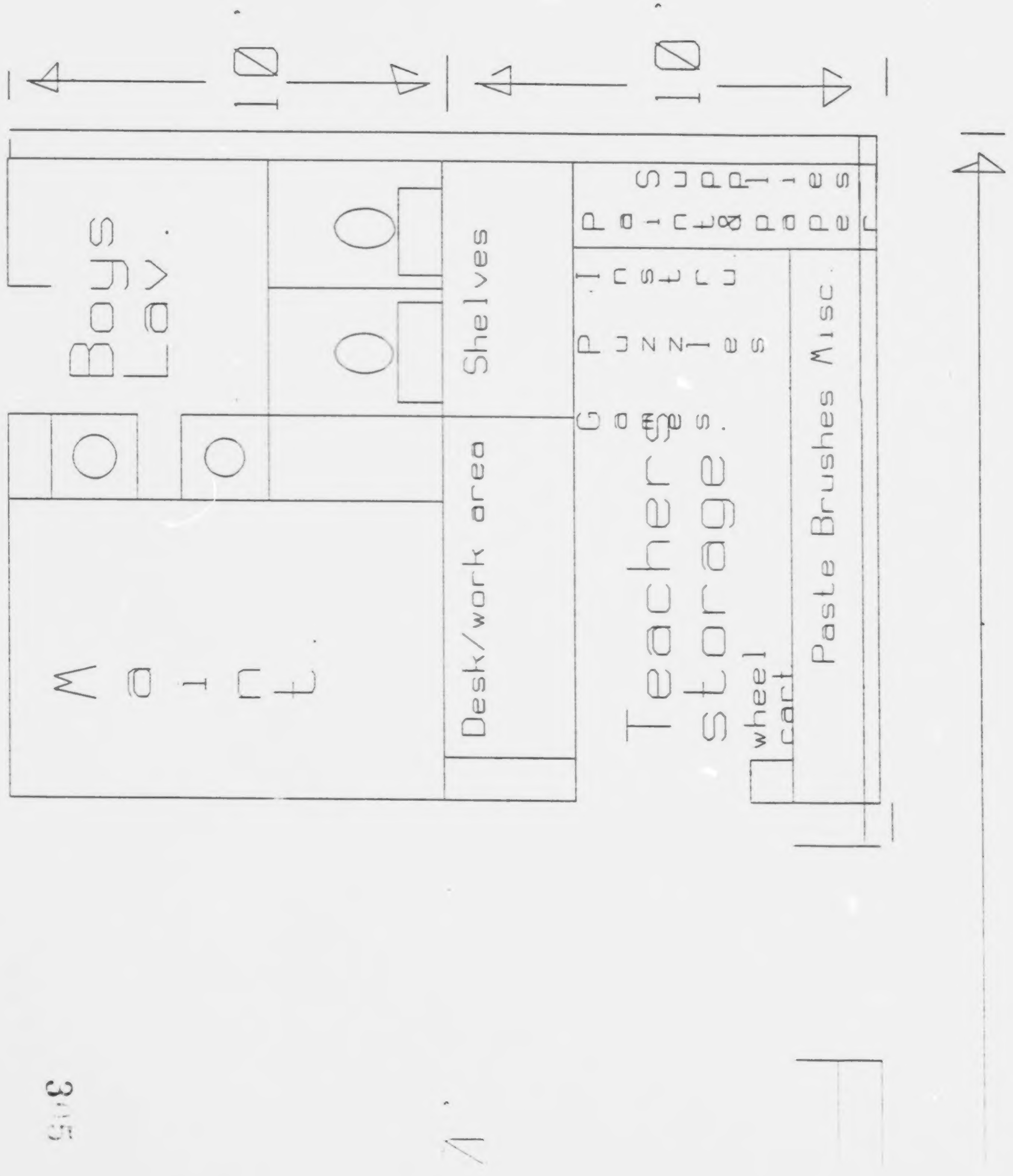
REDESIGNED PRESCHOOL ENVIRONMENT


15'
20'
15'
Rec. Dept.
Storage
Chairs.
Exer. Equip.
Tables
Puppet Stage
Book shelf & Misc. Sup.
Big Books
Boardgames
Learning Aids
Table
Language Arts
Bean Bag Chairs
Pillows
Wall Mirror

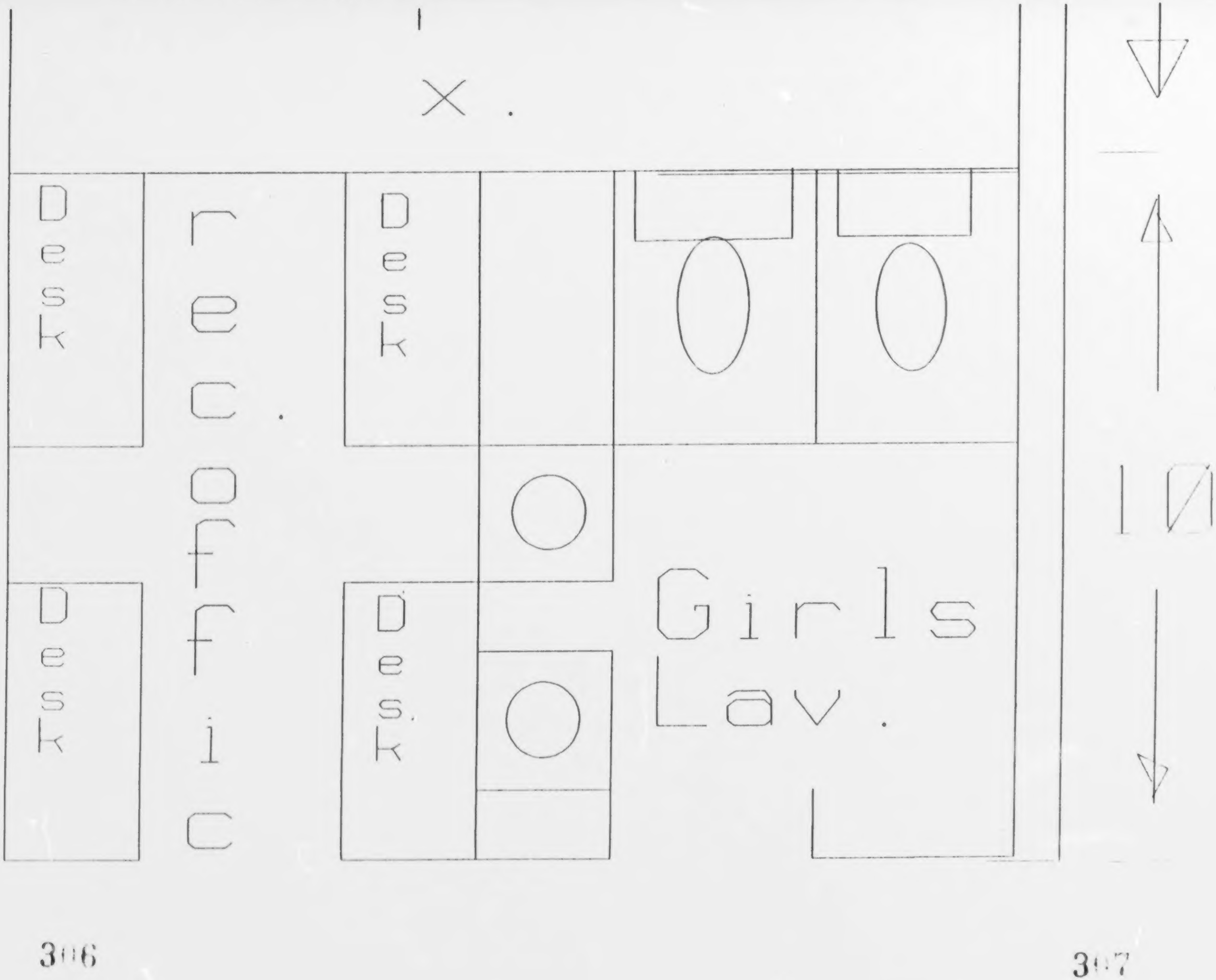
REDESIGNED PRESCHOOL ENVIRONMENT


25'
Drum
Record Player
Art Supplies
Easel
Sand box & Workbench
Piano
Table
Paper Supplies
20'
Table
Carpet squares
Drawing sup.
Art
Masking tape
Table

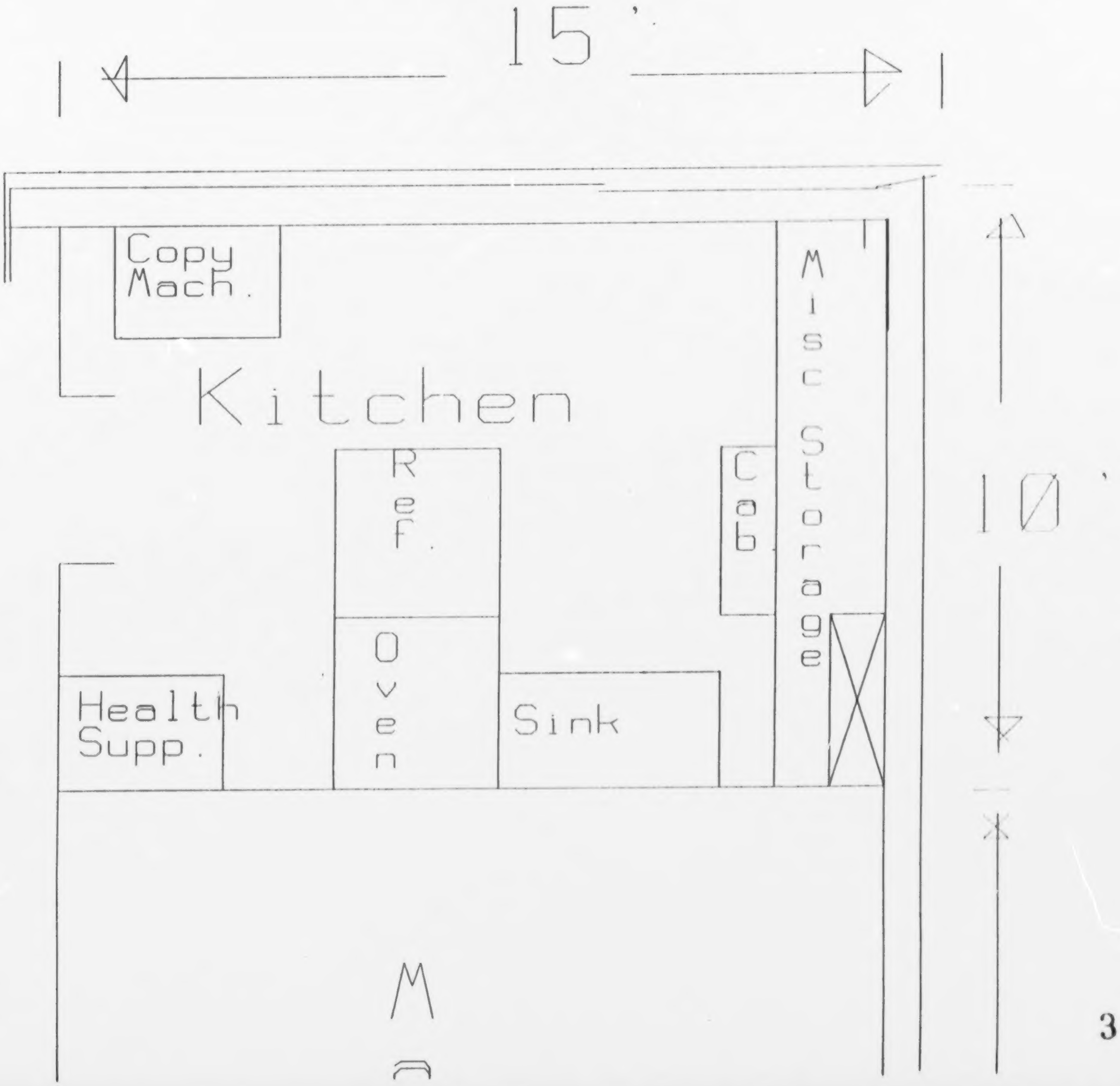
REDESIGNED PRESCHOOL ENVIRONMENT


10
10
Boys Lav.
Shelves
Desk/work area
Maint.
Supplies
Paint & paper
Instru
Puzzles
Games
Teachers storage
Paste Brushes Misc.
wheel cart

REDESIGNED PRESCHOOL ENVIRONMENT


X.
Desk
rec office.
Desk
Desk
Desk
Girls Lav.
10
306
307

REDESIGNED PRESCHOOL ENVIRONMENT


15'
Copy Mach.
Kitchen
Misc Storage
Ref.
Cab.
Oven
Sink
Health Supp.
10'
M

APPENDIX P

IMPLEMENTATION CALENDAR PLAN

Practicum Calendar

Week 1

The week prior to implementation

Three days prior to implementation were spent on redesigning the environment and setting up the interest areas and supplemental equipment.

Interests Are:

Language Arts
Housekeeping
Manipulative play
Science
Music
Grocery Store
Sand/water
Art
Gross-motor
Sociodramatic play
Blocks

Week 2

The first week of implementation

The bulletin boards were designed, library books, a grocery cart and basket from the community grocery store; and many of the writers pre-kindergarten games and learning materials were brought to the center and arranged in the environment. There will be a community flea market in the facility during the weekend. All preschool materials and interest areas need to be removed.

Week 3

The second week of implementation

Gathering materials for the interest areas, daily set up of the interest areas, and replenishing materials. The times for doing this varied according to the facility's schedule of other programs that utilize the preschool space.
Everything needs to be put away for the Thanksgiving holiday.

IMPLEMENTATION CALENDAR PLAN

Week 4

The third week of implementation

Set up the interest areas, repair and replenish materials. Set up bulletin boards. Daily set up and removal of the preschool materials and equipment was arranged around the schedule of other programs using the facility. The writer returned public library books and took out new picture books for the Language Arts area.

Week 5

The fourth week of implementation

Set up the interest areas. A fast food restaurant was created in sociodramatic play. Art materials were replenished and games were checked for repair.

The Superintendent of Recreation visited this week.

Daily set up and removal of the preschool environment is arranged according to other scheduled recreation center programs.

Week 6

The fifth week of implementation

The interest areas, bulletin boards, and supplemental materials were set up and taken down according to the schedule of other programs using the recreational facility.

The writer replenished art materials.

Week 7

Setting up and removal of interest areas and materials on a daily basis. The children were video taped this week in the implemented environment.

At the end of the week, the practicum implementation had culminated, and the writer removed her inventory of interest and materials form the environment. These materials comprised the majority of the environment. The writer returned the public library books.

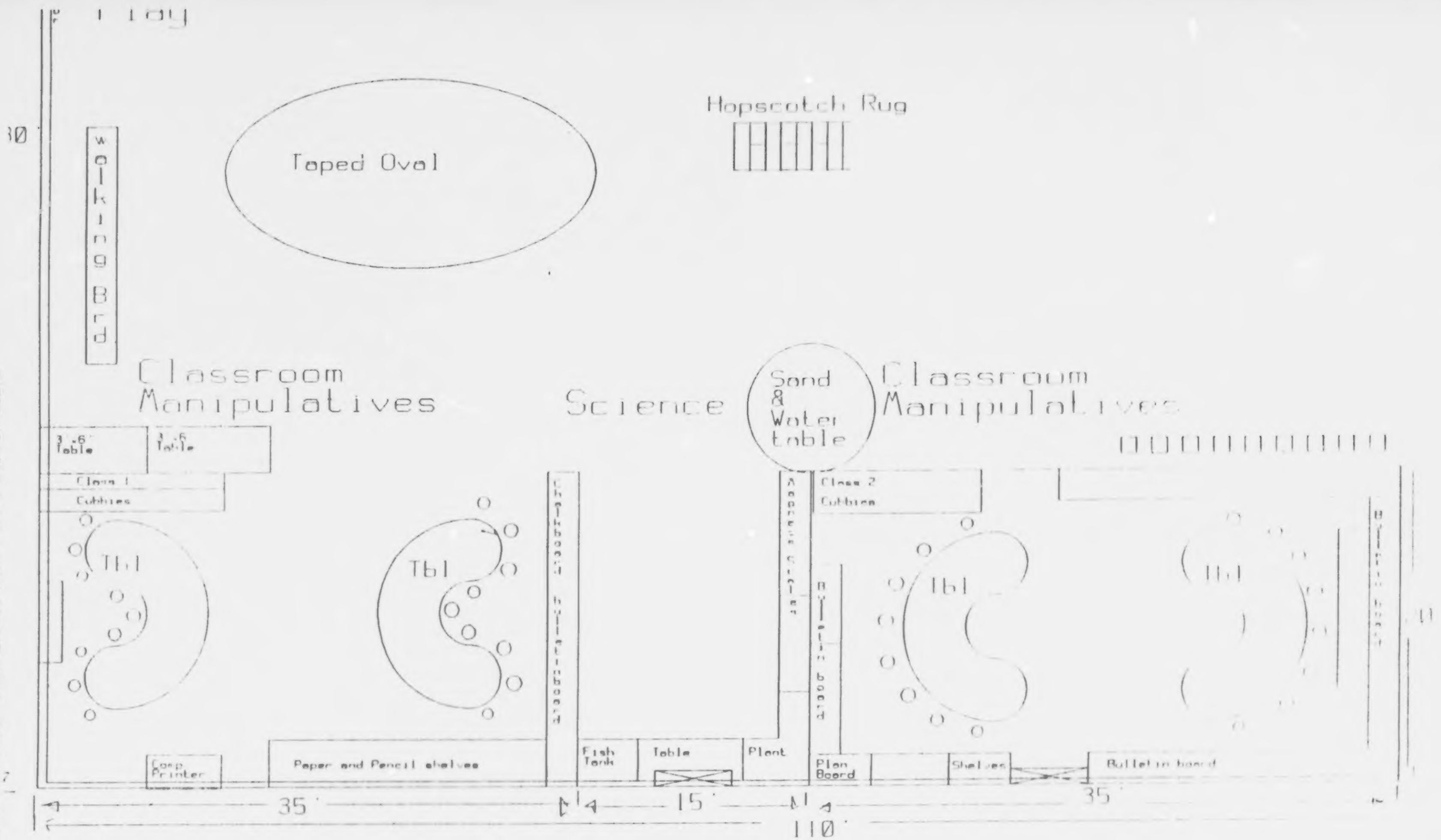
IMPLEMENTATION CALENDAR PLAN

Week 8	The writer observed the preschool environment to determine the degree of teaching staff effort/commitment to continue the interest areas now that the writers practicum implementation had culminated.

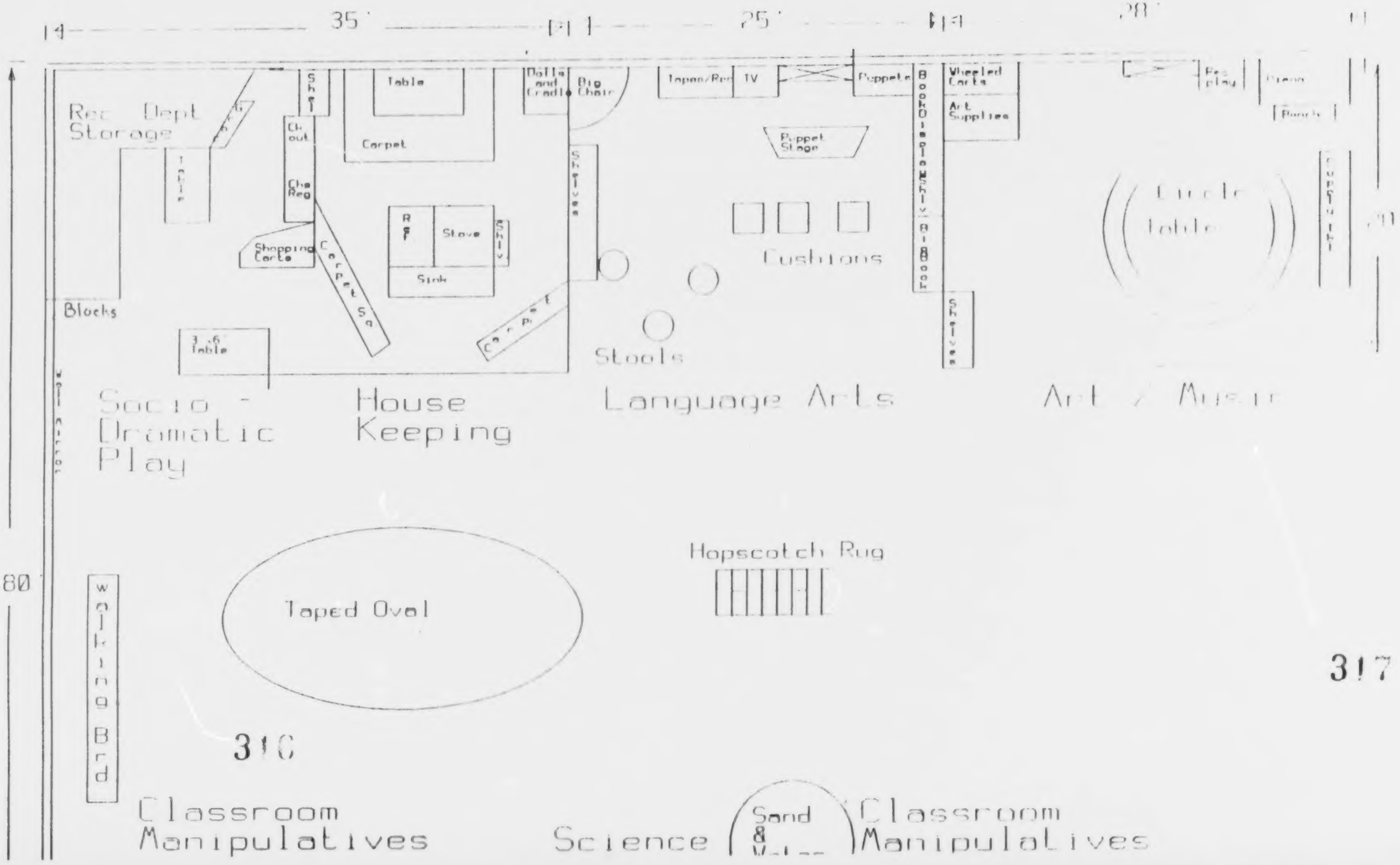
APPENDIX Q

ENLARGED INTEREST AREAS OF REARRANGED REDESIGNED PRESCHOOL ENVIRONMENT

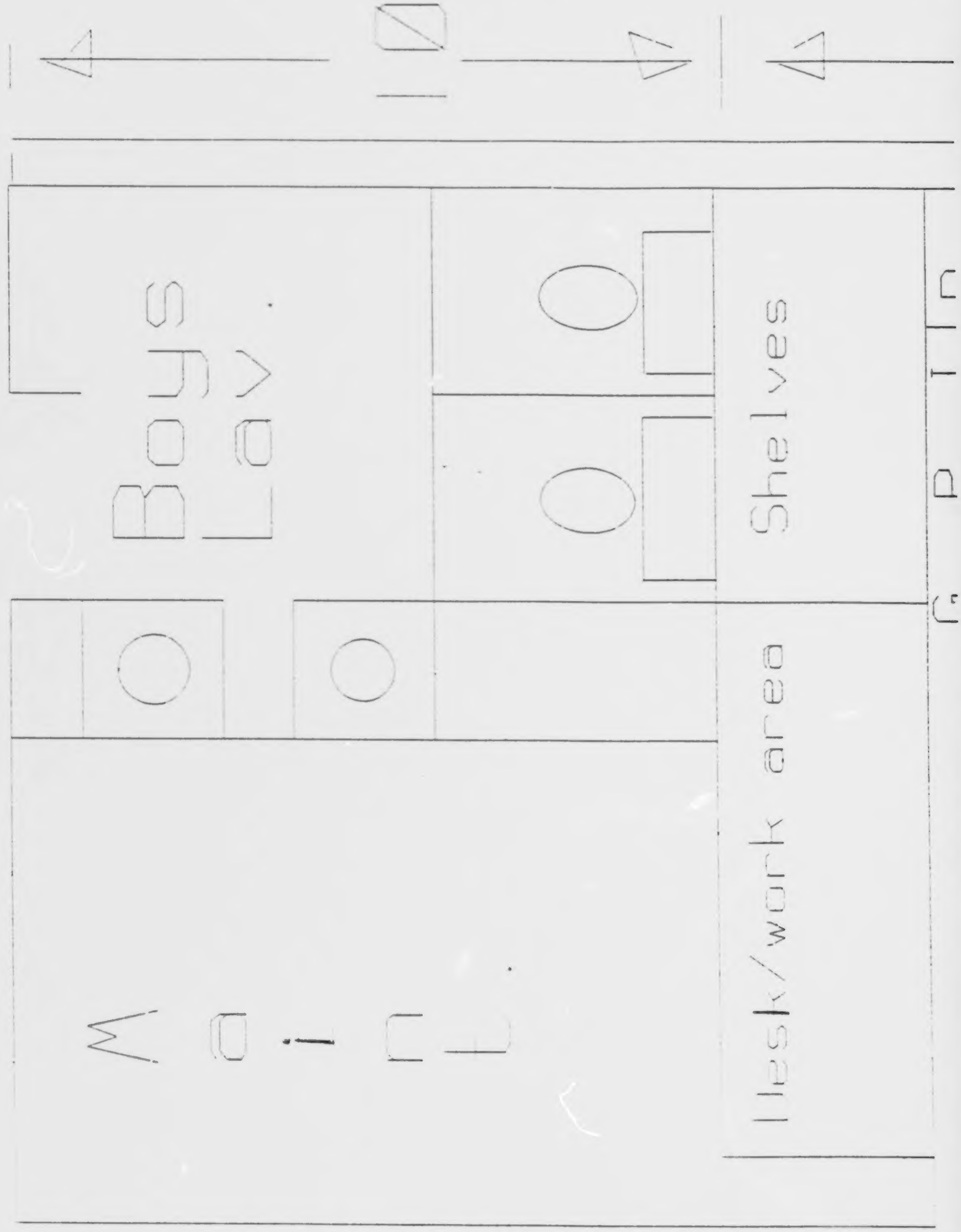
REARRANGED REDESIGNED ENVIRONMENT


Play
30'
Hopscotch Rug
Taped Oval
Walking Brd
Classroom Manipulatives
Science
Sand & Water table
Classroom Manipulatives
3'x6' Table
3'x6' Table
Class 1 Cubbies
Tbl
Tbl
Chalkboard bulletin board
Class 2 Cubbies
Bulletin board
Tbl
Tbl
Comp Printer
Paper and Pencil shelves
Fish Tank
Table
Plant
Plan Board
Shelves
Bulletin board
35'
4
15'
4
35'
110'

REARRANGED REDESIGNED ENVIRONMENT


35'
25'
28'
80
Rec Dept Storage
Shel
Table
Ck out
Chk Reg
Shopping Carts
Carpet Sq
Carpet
Dolls and Cradle
Big Chair
R F
Stove
Shlv
Sink
Shelves
Carpet
Blocks
3 .6' Table
Tapes/Rec
TV
Puppets
Puppet Stage
Book Display Shlv
Cushions
Stools
Wheeled Carts
Art Supplies
Rec play
Piano
Bench
Circle Table
Socio - Dramatic Play
House Keeping
Language Arts
Art / Music
Hopscotch Rug
Taped Oval
walking Brd
Classroom Manipulatives
Science
Sand & Water
Classroom Manipulatives

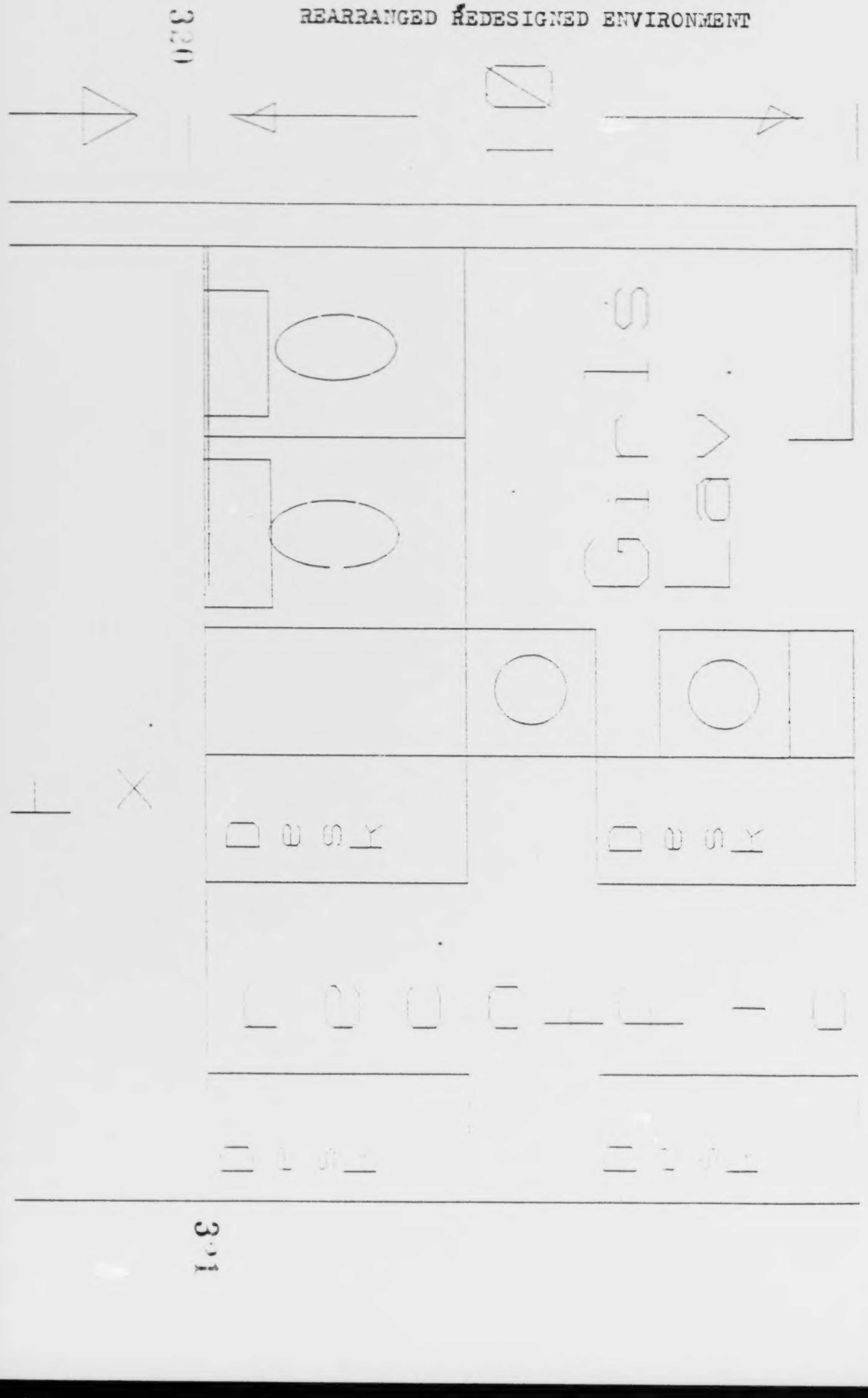
REARRANGED REDESIGNED ENVIRONMENT


10
Boys Lav.
Shelves
Desk/work area
Main

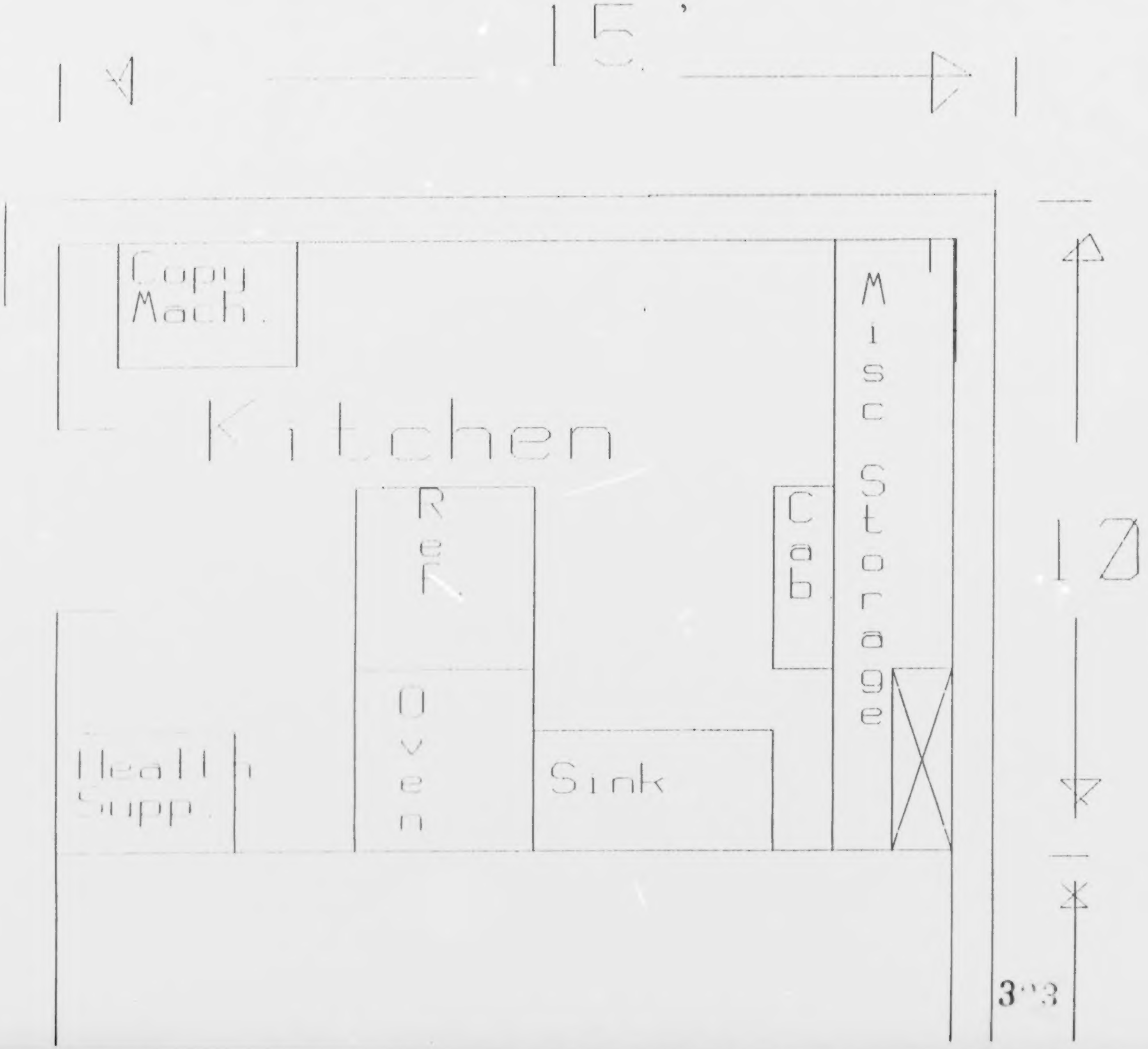
313

319

REARRANGED REDESIGNED ENVIRONMENT

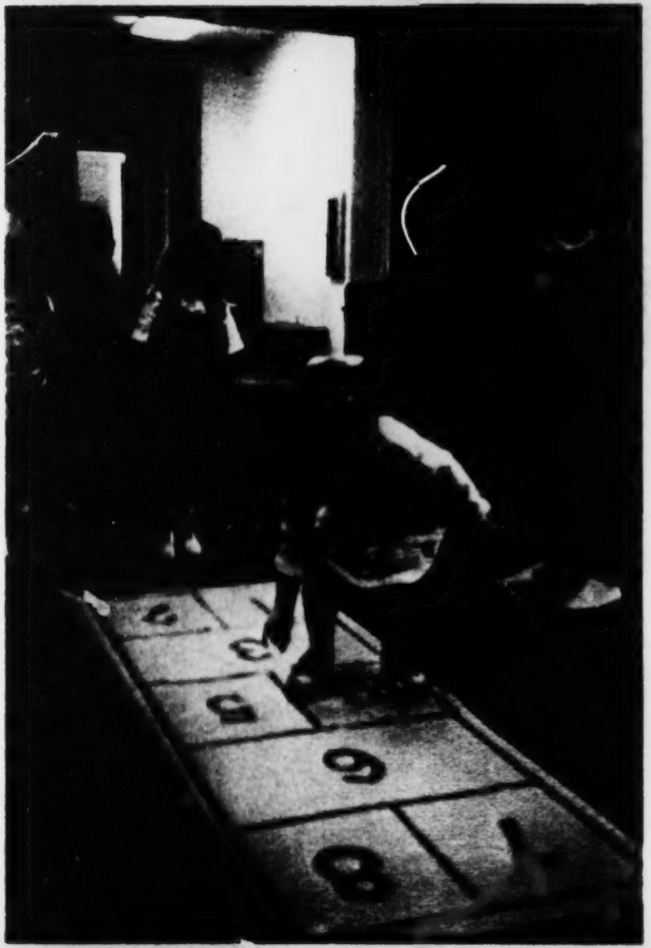

320
Girls
Lav.
Desk
Desk
Desk
Desk
321

REARRANGED REDESIGNED ENVIRONMENT


15'
10
Copy Mach.
Kitchen
Ref.
Oven
Sink
Cab.
Misc Storage
Health Supp.

APPENDIX R

CHILDREN IN REARRANGED REDESIGNED PRESCHOOL ENVIRONMENT



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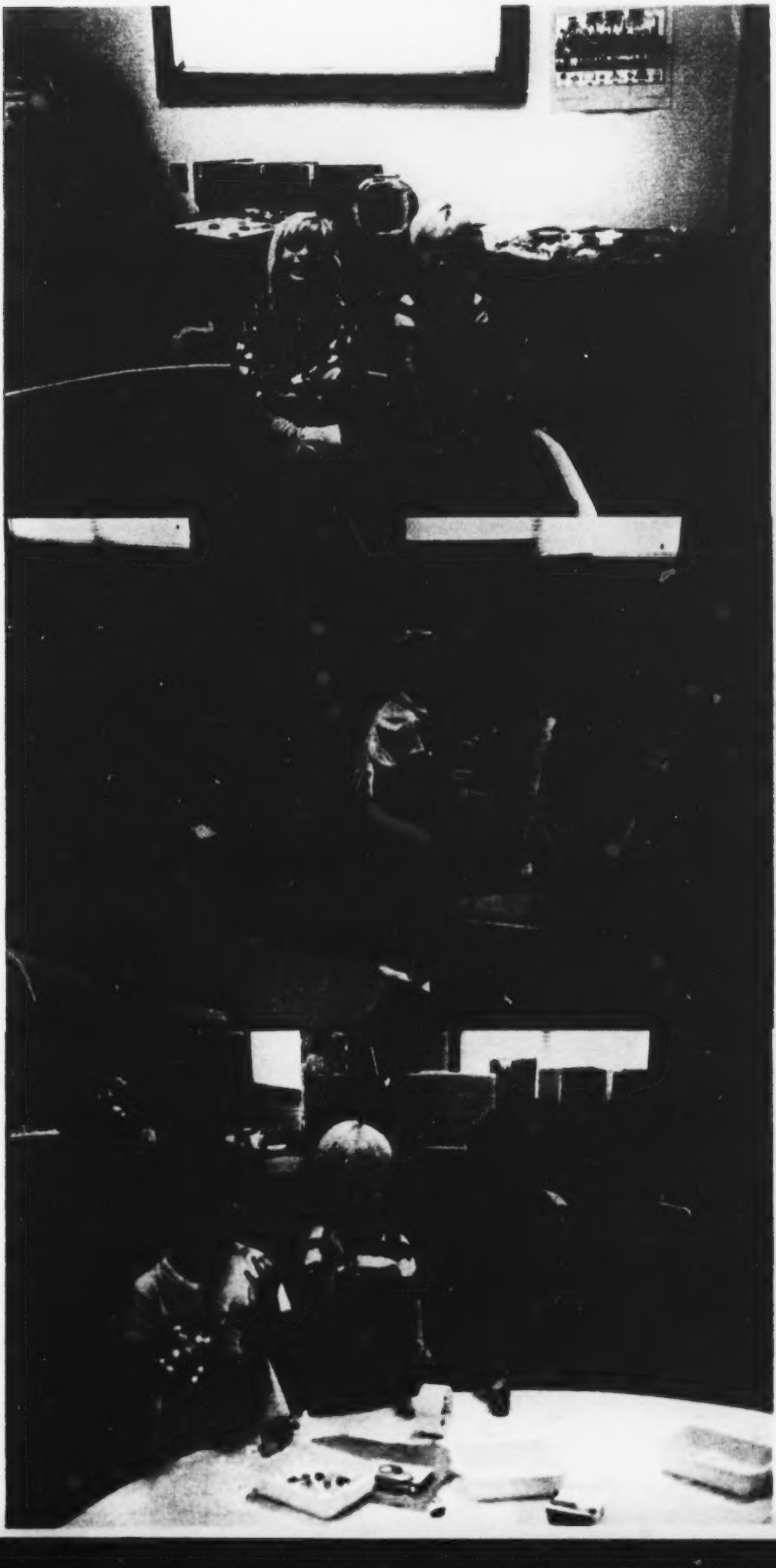
CHILDREN IN REARRANGED REDESIGNED PRESCHOOL ENVIRONMENT



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